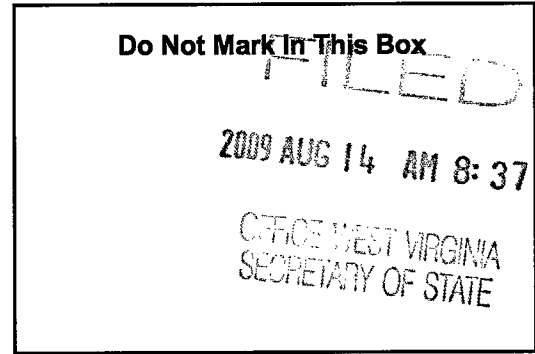


**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

Form #5



**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

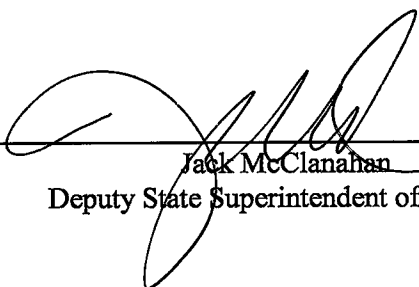
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44C

TITLE OF RULE BEING AMENDED: 21st Century Science K-8 Content Standards and
Objectives for West Virginia Schools (2520.3)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS September 14, 2009.



Jack McClanahan
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2520.3 - 21st Century Science K-8 Content Standards and Objectives for West Virginia

Background: The West Virginia Content Standards and Objectives have performance descriptors for each Standard that describe in narrative format how students demonstrate achievement of the standards. West Virginia has designated five performance levels: distinguished, above mastery, mastery, partial mastery and novice which serve two functions. Instructionally, they give teachers detailed information about the levels of knowledge and skills students may demonstrate in a content area. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment. The existing performance descriptors need revision and reformatting to make them more succinct and usable for teachers, parents and students. The individuals involved with the changes of this policy are: Carla Williamson, Executive Director of the Office of Instruction; Marty Burke, Assistant Director of the Office of Instruction; Robin Anglin, Science Coordinator in the Office of Instruction; Timothy Butcher, Coordinator in the Office of Assessment/Accountability; Janet Bowling, Teacher from Fayette County; Diane Bowers, Teacher from Ohio County; Anne Smith, Teacher from Pocahontas County; Belen Hutson, Teacher from Harrison County; Rosalie Rhodes, Science Coordinator for Kanawha County Schools; Kathy Jacquez, Teacher from Harrison County; Claudia Kol, Teacher from Kanawha County, and Jane Kennedy, Teacher from Kanawha County.

Proposals: Revisions to Policy 2520.3 are being recommended for:

- Revision of the performance descriptors to provide a narrative format that succinctly indicates levels of achievement and more accurately describes the conceptual understandings students should acquire at each grade level.
- Separation of the text to indicate clusters of concepts and the skills across the continuum.

Impact: The proposed revision of the Content Standards and Objectives for 21st Century Science K-8 Standards and Objectives Performance Descriptors will provide teachers information about the levels of knowledge and skills the students must acquire and will provide parents an explanation of their child's knowledge and conceptual understanding that should be acquired at each grade level.

Response to Comments:

Two comments were received regarding general information. No revisions were made based on the two comments. The complete log is attached.

FILED

2009 AUG 14 AM 8:37

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

OFFICE WEST VIRGINIA
SECRETARY OF STATE

**SERIES 44C
21st CENTURY SCIENCE K-8 CONTENT STANDARDS AND OBJECTIVES FOR
WEST VIRGINIA SCHOOLS (2520.3)**

§126-44C-1. General.

1.1. Scope. -- West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.3 defines the content standards (or instructional goals) and objectives for the science as required by W.Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- August 14, 2009.

1.4. Effective Date. -- September 14, 2009.

1.5. Repeal of former rule. -- This legislative rule amends W. Va. 126CSR44C West Virginia Board of Education Policy 2520.3 "21st Century Science K-8 Content Standards and Objectives for West Virginia Schools (2520.3)" filed November 15, 2006 and effective July 1, 2008.

§126-44C-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in science K-8.

§126-44C-3. Incorporation by Reference.

3.1. A copy of 21st Century Science K-8 Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

§126-44C-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for science, an explanation of terms, objectives that reflect a rigorous and challenging curriculum, and performance descriptors.

West Virginia Department of Education

West Virginia Board of Education Policy 2520.3
21st Century Science K-8 Content Standards and
Objectives for West Virginia Schools

Steven L. Paine
State Superintendent

Foreword

A 21st century science curriculum is an increasingly important component in the development learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.3, 21st Century Science K-8 Content Standards and Objectives for West Virginia Schools. The West Virginia Science Standards for 21st Century Learning includes 21st century *content* standards and objectives as well as 21st century standards and objectives for *learning skills* and *technology tools*. This broadened scope of science curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

Committees of educators from across the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging science curriculum that would prepare students for the 21st century. West Virginia educators, including regular classroom teachers, special education teachers, and teachers representing higher education institutions played a key role in shaping the content standards to align with national standards, rigorous national assessments, and research and best practice in the field of science education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.3 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what all students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of “learning for all,” these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21st century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant science curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Line breaks within the narrative format indicate clusters of concepts and skills. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Distinguished: A student at this level has demonstrated exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills in real world situations that go beyond course or grade level applications.

Above Mastery: A student at this level has demonstrated effective performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills in real world situations within the subject matter and grade level..

Mastery: A student at this level has demonstrated competency over challenging subject matter, including knowledge and skills that are appropriate to the subject matter and grade level. The work is accurate, complete and addresses real world applications. The work shows solid academic performance at the course or grade level.

Partial Mastery: A student at this level has demonstrated limited knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.

Novice: A student at this level has demonstrated minimal fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area code is SC for Science,
- the letter S, for Standard,
- the grade level and
- the standard number.

Illustration: SC.S.4.1 refers to fourth grade science content standard #1.

Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (SC for Science),
- the letter O is for Objective,
- the grade level,
- the number of the content standard addressed, and
- the objective number.

Illustration: SC.O.6.2.3 refers to a science sixth grade objective that addresses standard #2 in science, and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of three performance descriptors is composed of four parts, each part separated by a period:

- the content area (SC for Science),
- the letters PD are for Performance Descriptors,
- the grade level, and
- the standard number.

Illustration: SC.PD.6.2 refers to science performance descriptors for sixth grade, content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.3 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.3 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.3 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.3 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.3 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for ninth grade science standard #2 will be "200602.SC.S.9.2".

Abbreviations

Content Areas
SC Science

Other Abbreviations
PD
O
S Standard (Content Standard)

Performance Descriptors
Objective

SCIENCE – POLICY 2520.3

The K-8 science content standards identify what students should know, understand and be able to do in the natural sciences throughout the eighth grade. Because each content standard utilizes the knowledge and skills of other standards, they are designed to be used as an integrated whole. Although material can be added to the content standards, using only a subset of the standards will leave gaps in the students' scientific literacy.

A multitude of references was considered to support the development of the Science curriculum including NAEP, ACT, SAT, 21st Century Learning, National Science Education Standards, Project 2061, National Science Teachers Standards, and nationally recognized research. Each reference was reviewed and its relevance was determined in order to produce a more challenging curriculum for West Virginia students.

A three-dimensional instructional strategy model must be utilized to address the science curriculum and assure students' depth of understanding and breadth of knowledge. That model uses the nature, content and application of science concepts to develop scientific inquiry and reasoning skills in students.

Standard 1: Nature of Science

The study of science as a human endeavor provides for the acquisition of ideas leading toward the current knowledge base that represents science content. The nature of science encompasses the basic values and beliefs that make up the scientific world view, how scientists go about their work and the general culture of scientific enterprise. Studying historical and current discoveries of scientists and scientific milestones provides students with information about how discoveries have influenced current scientific thought and advancements. Students should understand that the continuous development of scientific knowledge shapes history. The study of the history and nature of science clarifies scientific inquiry and the role of science in the development of world cultures. Students will engage in active inquiry through investigations and hands-on activities a minimum of 50% of the instructional time. Developing scientific literacy requires a learning environment in which students actively participate in meaningful hands-on activities while developing current technology skills. These investigations explore the natural world, require critical thinking and develop process skills. Learning activities are sequenced to shape, modify and develop students' knowledge in order for them to become independent inquirers.

Standard 2: Content of Science

Science subject matter focuses on the scientific facts, concepts, principles, theories and models that are important for all students to know, understand and apply. Through the integration of the fields of science and the development of unifying themes, students will understand the interrelationships among biology, chemistry, physics and the earth sciences. Scientifically literate students will make connections in the formal education setting and will apply their knowledge and skills to daily life experiences. The objectives describe the specific subject matter/concepts that students are to master at each grade level.

Standard 3: Application of Science

Broad unifying themes complement the perspectives presented in the other content standards. These themes are fundamental to understanding and unifying the various science disciplines. Major unifying themes are systems, models and changes. Scientific design and application permits the extension of senses, the enhancement of the knowledge base, transportation of materials and information, synthesizing of new products and the modification of the world. Students must learn to use technology to analyze situations, gather relevant information, generate and evaluate

creative ideas, pose tangible solutions and communicate their analyses, results and suggestions concisely. The need to adapt to the rapid changes that are likely to occur in the future makes it imperative that students develop a broad spectrum of technology-related skills and an openness to change. Applying science and technological innovations to personal and social issues such as health, populations, resources and environment helps students to develop decision-making skills. As students expand their conceptual horizons, they should recognize that collective individual actions manifest as societal issues. Students must recognize that society cannot afford to deal only with symptoms; personal and societal actions must be focused on elimination of the causes of problems. Students should recognize that unless imposed by legislation social change involves negotiation among different interest groups. Students must be allowed to encounter and examine social change in a variety of current and historical contexts.

The Role of Technology

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning and provide the ability to adapt to change. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curricular content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

Organization of the Science Program of Study

The West Virginia Science Program of Study is drawn from the National Science Education Standards and the Project 2061 Benchmarks to promote a rigorous and challenging science curriculum. Through experiencing a spiraling, inquiry-based program of study, students in grades K-10 will develop foundational knowledge and skills in the physical sciences, the life sciences, and the earth and space sciences. To assure scientific literacy for all students, a coordinated, integrated approach is utilized in grades K-8. Students in the 9th, 10th, 11th and 12th grades participate in advanced in-depth laboratory-based courses designed to expand their conceptual understanding and enhance their research and laboratory skills.

Kindergarten Science Content Standards and Objectives

The Kindergarten Science objectives emphasize the process skills. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy and the use of 21st century skills in the physical sciences, the life sciences and the earth and space sciences. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Kindergarten Science enhances the child's natural curiosity about the environment and augments the awe and wonder of inquiries and discoveries using the senses and by hands-on manipulation of objects to build a strong foundation of concepts blended with safety principles. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Kindergarten Science		Performance Descriptors SC.PD.K.1			
Standard 1:	Nature of Science	Above Mastery	Mastery	Partial Mastery	Novice
SC.S.K.1	Students will <ul style="list-style-type: none"> demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers. demonstrate the abilities and understanding necessary to do scientific inquiry. demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities. 	Kindergarten students at the above mastery level in the nature of science: <ul style="list-style-type: none"> seek information about themselves and their world, and safely use scientific instruments to collect data and compare and contrast objects events. 	Kindergarten students at the mastery level in the nature of science: <ul style="list-style-type: none"> ask questions about themselves and their world, and safely explore and describe objects and events and collect information using their senses and scientific instruments. 	Kindergarten students at the partial mastery level in the nature of science: <ul style="list-style-type: none"> ask questions about themselves and others, and observe and describe objects and events using their senses and safely using scientific instruments. 	Kindergarten students at the novice level in the nature of science: <ul style="list-style-type: none"> ask questions about themselves, and observe identify objects and events using their senses and safely using scientific instruments.
Objectives	Students will	ask questions about themselves and their world.			
SC.O.K.1.01					

SC.O.K.1.02	listen to and discuss stories about the lives and discoveries of scientists.
SC.O.K.1.03	demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).
SC.O.K.1.04	explore and describe objects and events using the five senses to develop observational skills and make predictions based on personal observation.
SC.O.K.1.05	use scientific instruments and everyday materials to investigate the natural world (e.g., hand lens, balance, or magnets).
SC.O.K.1.06	use safe and proper techniques for handling, manipulating and caring for science materials (e.g., follow safety rules, maintain a clean work area, or treat living organisms humanely).
SC.O.K.1.07	collect and record information in a variety of ways (e.g., drawings, weather calendar, or graphs).

Kindergarten Science	
Standard 2: Content of Science	
SC.S.K.2	Students will <ul style="list-style-type: none"> demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives. demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences. apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Performance Descriptors SC.K.PD.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at the distinguished level in the content of science: investigate, record information, and create models to describe the world around them; compare and contrast living and nonliving things, sort them based on their properties and characteristics, and explore and explain changes in energy, forces, and motion.	Kindergarten students at the above mastery level in the content of science: investigate, record information, and use models to describe the world around them; identify and describe living and nonliving things, sort them based on their properties and characteristics, and explore and describe changes in energy, forces, and motion.	Kindergarten students at the mastery level in the content of science: investigate, describe, and record changes in the world around them; identify, describe, and sort living and nonliving things, and explore and discuss changes in energy, forces, and motion.	Kindergarten students at the partial mastery level in the content of science: investigate and describe changes in the world around them; identify and describe living and nonliving things, and observe and describe changes in energy, forces, and motion.	Kindergarten students at the novice level in the content of science: recognize when changes have occurred in the world around them; identify living and nonliving things, and recognize when changes have occurred in energy, forces, and motion.

Objectives	Students will
SC.O.K.2.01	using the five senses, identify living and non-living things.

SC.O.K.2.02	observe and describe the movement, growth and changes in plants and animals.
SC.O.K.2.03	observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field).
SC.O.K.2.04	describe, compare, sort and group objects in terms of what they are made of (e.g., clay, cloth, paper, or metal) and their physical properties of size, shape, color, weight or texture.
SC.O.K.2.05	identify liquids and solids.
SC.O.K.2.06	identify colors.
SC.O.K.2.07	explore and describe changes in energy (e.g., hot/cold or light/dark).
SC.O.K.2.08	explore and discuss magnetic properties of objects.
SC.O.K.2.09	explore and state different ways objects can be moved (e.g., straight, circular, fast, or slow).
SC.O.K.2.10	observe and record daily changes in weather (e.g., clouds or air temperature).
SC.O.K.2.11	identify objects in the day and night sky (e.g., moon, stars, or sun).
SC.O.K.2.12	observe and compare differences in earth materials.

Kindergarten	Kindergarten Science
Standard 3:	Application of Science
SC.S.K.3	Students will <ul style="list-style-type: none"> • recognize models as representations of real things. • observe that changes occur gradually, repetitively, or randomly within the environment. • listen and be tolerant of different viewpoints while working in collaborative groups. • observe and identify the use of tools and appliances in everyday life.

Performance Descriptors SC.PD.K.3		Above Mastery	Mastery	Partial Mastery	Novice
Distinguished	Kindergarten students at the distinguished level in the application of science: select and use an appropriate tool or appliance for an assigned task; observe, record, and explain how changes occur, and draw conclusions from different viewpoints of group members.	Kindergarten students at the above mastery level in the application of science: identify the appropriate use of tools, models, and appliances in the world; observe, record, and describe how changes occur, and acknowledge and be tolerant of different viewpoints while working in	Kindergarten students at the mastery level in the application of science: identify the appropriate use of tools, models, and appliances in their world; observe and describe how changes occur, and be tolerant of different viewpoints while working in a group.	Kindergarten students at the partial mastery level in the application of science: identify the appropriate use of tools, models, and appliances at home and at play; observe and describe when changes occur, and listen to different viewpoints while working in a group.	Kindergarten students at the novice level in the application of science: identify tools, models, and appliances at home and at play; recognize when changes have occurred, and take turns while working in a group.

				a group.
Objectives	Students will			
SC.O.K.3.01	recognize that models are representations of real things.			
SC.O.K.3.02	observe and point out that change occurs gradually, repetitively, or randomly within the environment.			
SC.O.K.3.03	observe and identify the uses of tools and appliances at home and at play.			
SC.O.K.3.04	work in groups, listen to and be tolerant of different viewpoints.			

First Grade Science Content Standards and Objectives

The First Grade Science objectives build on the process skills and add data gathering and reporting. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy and the use of 21st century skills in the fields of biology, chemistry, physics, and earth and space sciences. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes, and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. First Grade Science continues the excitement of learning about the natural world and allows the beginning of experimentation and data collection to emphasize the tools of science and the properties of matter. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 1 Science		Performance Descriptors SC.PD.1.1			
Standard 1:	Nature of Science	Above Mastery	Mastery	Partial Mastery	Novice
SC.S.1.1	<p>Students will</p> <ul style="list-style-type: none"> demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers. demonstrate the abilities and understanding necessary to do scientific inquiry. demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities. 	<p>First grade students at the above mastery level in the nature of science:</p> <p>relate lives and discoveries of scientists to the activities students do in science class, and</p> <p>safely use tools and techniques as they gather, record, and organize information to answer questions and solve problems in the world</p>	<p>First grade students at the mastery level in the nature of science:</p> <p>discuss lives and discoveries of scientists, and</p> <p>safely use tools and techniques as they gather, record, and organize information to answer questions they have about the world around them.</p>	<p>First grade students at the partial mastery level in the nature of science:</p> <p>discuss discoveries of scientists, and</p> <p>safely use tools and techniques as they gather and record information to answer questions about the world around them.</p>	<p>First grade students at the novice level in the nature of science:</p> <p>identify scientists as people who make discoveries, and</p> <p>safely gather and record information to answer questions about the world around them.</p>

		around them.
Objectives	Students will	
SC.O.1.1.01	ask questions about themselves and their world.	
SC.O.1.1.02	discuss the lives and discoveries of scientists after listening to stories about their lives and discoveries.	
SC.O.1.1.03	demonstrate curiosity, initiative and creativity by questioning observations of changes in the environment (e.g., life cycles, motion of celestial objects, or sun and shadow).	
SC.O.1.1.04	use scientific instruments and everyday materials to investigate the natural world (e.g., hand lens, balance, magnets, thermometer, seeds, or rocks).	
SC.O.1.1.05	use safe and proper techniques for handling, manipulating and caring for science materials (e.g., follow safety rules, maintain a clean work area, or treat living organisms humanely).	
SC.O.1.1.06	collect, record and compare information using a variety of classification systems (e.g., ordering, sorting, or sequencing) and using a variety of communication techniques (e.g., sketches, pictographs, or models).	

Grade 1 Science		
Standard 2:	Content of Science	
SC.S.1.2	Students will <ul style="list-style-type: none"> demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives. demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences. apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences. 	

Performance Descriptors SC.PD.1.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
First grade students at the distinguished level in the content of science:	First grade students at the above mastery level in the content of science:	First grade students at the mastery level in the content of science:	First grade students at the novice level in the content of science:
analyze living and non-living objects and create diagrams to represent life cycles of various plants and animals;	sequence life cycles of living organisms and compare and contrast living and nonliving objects;	describe needs, growth changes and life cycles of organisms and classify objects as living or nonliving;	list living and nonliving things and name basic needs of living things;
determine the relationships between magnetic and nonmagnetic objects;	demonstrate properties of magnetism;	classify objects as magnetic or nonmagnetic;	recognize that some things are magnetic;
compare changes in water to its effect on living things and compare and contrast	investigate how water changes state and predict the buoyancy of objects in	recognize that water can change states and investigate buoyancy;	identify liquids and solids;

the buoyancy of materials;	water;	recognize and sort objects that can be recycled;	recognize objects that can be recycled;	use the classroom recycling bin
plan a recycling project and describe possible outcomes due to polluted air;	identify materials that can be recycled and compare air pollutants;	describe changes in an object's motion;	identify changes in an object's motion;	acknowledge when an object is moved;
connect factors that affect changes in an objects' motion;	compare the force and motion of objects;	demonstrate that sounds are produced by vibrations;	identify that sounds are produced by vibrations;	name an object that vibrates;
analyze pitch and volume of sound;	compare and contrast sounds;	record changes in weather and their effects on living things;	observe and describe changes in weather;	observe and identify weather changes;
predict the effects of weather changes on living things	relate changes in the weather to their effects on living things;	observe and describe the movements of objects in the day and night sky;	identify the movement of the sun and the moon and list uses of air;	identify the sun, moon and stars and list uses of air;
discuss the significance and movements of objects in the day and night sky;	compare and explain the movements of objects in the sky;	using models, compare land and water features and investigate the properties of soil.	name parts in soil and identify land and water features.	identify land and water features and observe soil.
design diagrams to represent land and water features.	differentiate land and water features on a diagram.			
Objectives	Students will			
SC.O.1.2.01	classify objects as living or non-living.			
SC.O.1.2.02	identify that most living things need water, food, light and air.			
SC.O.1.2.03	describe changes in life cycle of living organisms.			
SC.O.1.2.04	identify the parts of growing plants as they develop.			
SC.O.1.2.05	depict movement of living things in air, water and on land. (e.g., birds flying, fish swimming, or worms burrowing in soil).			
SC.O.1.2.06	recognize that materials are composed of smaller parts that may be seen with a magnifier.			
SC.O.1.2.07	recognize that materials can be recycled and used again, sometimes in different forms.			
SC.O.1.2.08	recognize that water can change from one form to another and give examples of changes.			
SC.O.1.2.09	predict and investigate the buoyancy of objects in water.			
SC.O.1.2.10	classify objects as magnetic or non-magnetic.			
SC.O.1.2.11	observe and record shadows at different times of the day.			
SC.O.1.2.12	describe the changes in the motion of objects (e.g., slowing down, speeding up, or curving).			
SC.O.1.2.13	demonstrate that sounds are produced by vibrations.			

SC.O.1.2.14	observe, identify and record changes in weather and effects on living organisms.
SC.O.1.2.15	recognize that the sun, moon, and stars appear to move.
SC.O.1.2.16	observe and discuss the importance of objects in the day and night sky.
SC.O.1.2.17	use a model to compare land and water features on the Earth.
SC.O.1.2.18	identify important uses of air.
SC.O.1.2.19	investigate and compare the properties of soil (e.g., sand, clay, or humus).

Grade 1	Science
Standard 3:	Application of Science
S.C.S.1.3	<p>Students will</p> <ul style="list-style-type: none"> • identify how the parts of a system interact, • recognize and use models as representations of real things, • demonstrate the ability to distinguish between natural and man-made objects, • listen and be tolerant of different viewpoints while working in collaborative groups, and • demonstrate the ability to evaluate the impact of different points of view on health, population, resources and environment practices.

Performance Descriptors SC.PD.1.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>First grade students at the distinguished level of the application of science will:</p> <p>prove how parts of a system interact;</p> <p>design models of real things;</p> <p>describe how a natural object can be changed to serve a different purpose;</p> <p>draw conclusions from different viewpoints of group members;</p> <p>engage and involve the community in conservation</p>	<p>First grade students at the above mastery level of the application of science will:</p> <p>explain how parts of a system interact;</p> <p>construct a model to represent a real things;</p> <p>recognize that natural objects can be changed to serve different purposes;</p> <p>compare and contrast different viewpoints while working in a group;</p> <p>compare conservation practices.</p>	<p>First grade students at the mastery level of the application of science will:</p> <p>identify how parts of a system interact;</p> <p>recognize and use models as representations of real things;</p> <p>distinguish between natural and man-made objects;</p> <p>demonstrate tolerance of different points of view;</p> <p>engage in conservation practices.</p>	<p>First grade students at the partial mastery level of the application of science will:</p> <p>list parts of a system;</p> <p>recognize and use models;</p> <p>identify objects as natural or man-made;</p> <p>work in collaborative groups;</p> <p>list conversation practices.</p>	<p>First grade students at the novice level of the application of science will:</p> <p>name a system;</p> <p>identify models;</p> <p>identify an object as natural or man-made;</p> <p>listen to others and take turns while working in a group;</p> <p>name a conservation practice.</p>

practices.			
Objectives	Students will		
SC.O.1.3.01	identify that systems are made of parts that interact with one another.		
SC.O.1.3.02	use models as representations of real things.		
SC.O.1.3.03	distinguish between natural and man-made objects.		
SC.O.1.3.04	listen to and be tolerant of different viewpoints while working in collaborative groups.		
SC.O.1.3.05	develop respect and responsibility for the environment by engaging in conservation practices (e.g., recycling, or trash clean-up).		

Second Grade Science Content Standards and Objectives

The Second Grade Science objectives build upon the early stages of experimentation and maintenance of natural curiosity. Through a spiraling, inquiry-based program of study and the use of 21st century skills, all students will demonstrate scientific literacy in the fields of biology, chemistry, physics and earth and space sciences. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. Second Grade Science will provide opportunities for developmental and academic growth. The activities will introduce the concept that science and technology are interrelated. The curricular thrust will be to develop early problem-solving skills through observation, experimenting and concluding. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 2 Science		Performance Descriptors SC.PD.2.1			
Standard 1:	Nature of Science	Above Mastery	Mastery	Partial Mastery	Novice
SC.S.2.1	Students will <ul style="list-style-type: none"> demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers. demonstrate the abilities and understanding necessary to do scientific inquiry. demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities. 	Second grade students at the above mastery level in the nature of science: <ul style="list-style-type: none"> connect science careers with the needs of their community; safely use tools and techniques when designing simple experiments to answer questions and solve problems in the world around them. 	Second grade students at the mastery level in the nature of science: <ul style="list-style-type: none"> compare the lives and discoveries of scientists of different cultures and backgrounds; safely use tools and techniques when designing and conducting simple investigations. 	Second grade students at the partial mastery level in the nature of science: <ul style="list-style-type: none"> identify and discuss scientists and science careers in the community; safely use tools and techniques when and conducting simple investigations. 	Second grade students at the novice level in the nature of science: <ul style="list-style-type: none"> list science related careers; observe simple investigations and recall results;

Objectives	Students will
SC.O.2.1.01	interpret science as the human's search for an understanding of the world by asking questions about themselves and their world.
SC.O.2.1.02	compare the lives and discoveries of scientists of different cultures and backgrounds.
SC.O.2.1.03	identify and discuss science careers in the community.
SC.O.2.1.04	demonstrate curiosity, initiative and creativity by observing, classifying, comparing and analyzing natural objects in the environment.
SC.O.2.1.05	manipulate scientific instruments and everyday materials to investigate the natural world (e.g., hand lens, balance, thermometer, metric ruler, magnets, weather instruments, or calculators).
SC.O.2.1.06	measure the length and width of various objects using standard and non-standard units (e.g., metric ruler, paper clips, or counting bears).
SC.O.2.1.07	use safe and proper techniques for handling, manipulating, and caring for science materials (e.g., follow safety rules, maintain a clean work area, or treat living organisms humanely).
SC.O.2.1.08	design and conduct simple investigations; observe, collect and record information using a variety of classification systems; describe trends of data; and make predictions based on that data (e.g., seasonal changes and plants or temperature and weather).

Grade 2	Second Grade Science
Standard 2:	Content of Science
SC.S.2.2	<p>Students will</p> <ul style="list-style-type: none"> • demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives. • demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences. • apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Performance Descriptors SC.PD.2.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Second grade students at the distinguished level in the content of science:</p> <p>create a plant or animal and design the structures and their functions that will allow it to survive in a particular habitat;</p> <p>design simple investigations that will show changes in states of matter and the properties of light, heat, sound, and magnetism;</p>	<p>Second grade students at the above mastery level in the content of science:</p> <p>compare and contrast the structures, life cycle, and habitats of human to other organisms;</p> <p>explain the causes for changes in the states of matter, the connections between force and motion and the properties of light, heat, sound, and</p>	<p>Second grade students at the mastery level in the content of science:</p> <p>compare the structures, life cycle, and habitats of human to other organisms;</p> <p>identify physical properties and changes of matter and explore their relationships to sound, light, heat, motion and magnetic force;</p>	<p>Second grade students at the partial mastery level in the content of science:</p> <p>describe the structures, life cycle, and habitats of human and other organisms;</p> <p>collect and display examples of: the states of matter, heat, light, sound, and magnets;</p>	<p>Second grade students at the novice level in the content of science:</p> <p>identify the structures, life cycle, and habitats of human and other organisms;</p> <p>recognize the properties of matter, light, heat and magnetism;</p>

design an experiment to investigate the effects of wind and water on a surface and record findings;	magnetism; explain the connections between geological features, fossils, and erosion/weathering;	distinguish between erosion and weathering on the earth's surface and explain how fossils were formed;	describe the effects of wind and water on the surface of the earth and identify fossils;	recognize that the earth has changed over time and fossils were formed;
use models to explain the moon phases and seasonal changes.	compare and contrast the changes in the sky with changes on the earth.	identify patterns in seasons of the year, day and night, and phases of the moon.	make observations about the seasons of the year and changes in the sky.	list and describe the seasons of the year.
Objectives	Students will			
SC.O.2.2.01	identify that plants and animals have different structures.			
SC.O.2.2.02	identify the structures of living things including their systems, and explain their functions (e.g., wings for flying, fins for swimming, or roots for support and obtaining water).			
SC.O.2.2.03	sequence pictures of events to illustrate the changes in the life cycle of plants and animals.			
SC.O.2.2.04	relate observations of the butterfly's life cycle to student's own growth and change.			
SC.O.2.2.05	compare and contrast simple models of different kinds of habitats, including a forest and a stream.			
SC.O.2.2.06	identify materials as a solid, a liquid or a gas and recognize that matter takes up space, and can change from one state to another.			
SC.O.2.2.07	demonstrate that a magnet can attract or repel objects.			
SC.O.2.2.08	identify which materials and colors conduct heat better than others.			
SC.O.2.2.09	demonstrate that a shadow is cast when an object blocks light.			
SC.O.2.2.10	compare the effects of force on the motion of an object.			
SC.O.2.2.11	explore how sound can change in pitch and volume.			
SC.O.2.2.12	identify and examine changes in the earth's surface (e.g., weathering, or erosion).			
SC.O.2.2.13	identify the effects of wind movement.			
SC.O.2.2.14	observe and describe different types of precipitation.			
SC.O.2.2.15	describe daily and seasonal weather changes.			
SC.O.2.2.16	explain how the rotation of the Earth on its axis causes day and night.			
SC.O.2.2.17	understand that the moon has phases.			
SC.O.2.2.18	describe how fossils are formed, and match a fossil, or a picture of a fossil, to its original organism.			

Grade 2	Second Grade Science
Standard 3:	Application of Science
SC.S.2.3	<p>Students will</p> <ul style="list-style-type: none"> • identify how the parts of a system interact. • recognize and use models as representations of real things. • observe that changes occur gradually, repetitively, or randomly within the environment. • recognize that common objects and events incorporate science to solve human problems and enhance the quality of life. • demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, population,

resources and environmental practices while working in collaborative groups.

Performance Descriptors SC.PD.2.3

	Above Mastery	Mastery	Partial Mastery	Novice
Distinguished	Second grade students at the above mastery level of the application of science:	Second grade students at the mastery level of the application of science:	Second grade students at the partial mastery level of the application of science:	Second grade students at the novice level of the application of science:
construct a model to show how a system works and how it may change the environment, and	relate interactions of a system with changes in the environment, and	identify how parts of a system interact and bring about change to the environment, and	identify parts of a system and use models as representations of real things, and	give an example of a system and a model, and
design a conservation program that involves their community and work cooperatively to implement the plan.	use technology to investigate conservation programs and share findings.	organize a plan for showing respect for the environment, listen to and be tolerant of different viewpoints.	work collaboratively to identify ways science has changed the quality of life.	work collaboratively to list ways to be responsible for the environment.
Objectives	Students will			
SC.O.2.3.01	identify parts of systems and identify how they interact with one another.			
SC.O.2.3.02	use models as representations of real things.			
SC.O.2.3.03	observe that changes occur gradually, repetitively, or randomly within the environment.			
SC.O.2.3.04	recognize that common objects and events incorporate science (e.g., CD players, Velcro, or weather) to solve human problems and enhance the quality of life.			
SC.O.2.3.05	listen to and be tolerant of different viewpoints while working in collaborative groups.			
SC.O.2.3.06	develop respect and responsibility for the environment by engaging in conservation practices (e.g., recycling, trash clean-up, or power consumption reduction).			

Third Grade Science Content Standards and Objectives

The Third Grade Science objectives build upon problem-solving and experimentation and move into a more in-depth study of science. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy in the fields of biology, chemistry, physics and earth and space sciences. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes, and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. Third Grade Science highlights science-related careers. The study of geology and astronomy expands in Third Grade Science. Collecting materials, testing the materials, recording data and developing concepts related to physics and chemistry are introduced to expand investigative abilities that lead to logical conclusions. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 3 Science		Performance Descriptors SC.PD.3.1			
Standard 1	Nature of Science	Above Mastery	Mastery	Partial Mastery	Novice
SC.S.3.1	Students will <ul style="list-style-type: none"> demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers. demonstrate the abilities and understanding necessary to do scientific inquiry. demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities. 	Third grade students at the above mastery level of the nature of science: <ul style="list-style-type: none"> research contributions that different cultures have made to science, and make predictions, use the scientific method to plan and conduct safe and controlled investigations, and interpret data. 	Third grade students at the mastery level of the nature of science: <ul style="list-style-type: none"> describe contributions that different cultures have made to science, and use the scientific method to conduct safe and simple controlled investigations and interpret data. 	Third grade students at the partial mastery level of the nature of science: <ul style="list-style-type: none"> recognize contributions that different cultures have made to science, and conduct safe and simple controlled investigations and record data. 	Third grade students at the novice level of the nature of science: <ul style="list-style-type: none"> name a scientist from a different culture, and safely participate in simple controlled investigations.

Objectives	Students will
SC.O.3.1.01	recognize that scientific explanations may lead to new discoveries (e.g., new knowledge leads to new questions).
SC.O.3.1.02	study the lives and discoveries of scientists of different cultures and backgrounds.
SC.O.3.1.03	explore science careers in the community.
SC.O.3.1.04	demonstrate curiosity, initiative and creativity by planning and conducting simple investigations.
SC.O.3.1.05	recognize that developing solutions to problems takes time, patience and persistence through individual and cooperative ventures.
SC.O.3.1.06	support statements with facts found through research from various sources, including technology.
SC.O.3.1.07	use scientific instruments, technology, and everyday materials to investigate the natural world.
SC.O.3.1.08	use safe and proper techniques for handling, manipulating and caring for science materials (e.g., follow safety rules, maintain a clean work area, or treat living organisms humanely).
SC.O.3.1.09	apply mathematical skills and use metric units in measurements.
SC.O.3.1.10	interpret data presented in a table, graph, map or diagram and use it to answer questions and make predictions and inferences based on patterns of evidence.
SC.O.3.1.11	Identify and control variables.

Grade 3	Science
Standard 2:	Content of Science
SC.S.3.2	<p>Students will</p> <ul style="list-style-type: none"> • demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives. • demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences. • apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Performance Descriptors SC.PD.3.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students at the distinguished level in the content of science:</p> <p>create a method of classification for various organisms and evaluate how well structures are adapted to specific environments;</p> <p>investigate the properties of matter and recognize that temperature can be used to change the phases;</p>	<p>Third grade students at the above mastery level in the content of science:</p> <p>classify a variety of organisms according to their characteristics and explain how their structures are adaptations to specific environments;</p> <p>describe the properties and phases of matter and recognize that temperature can be used to change the</p>	<p>Third grade students at the mastery level in the content of science:</p> <p>compare the structures and functions of organisms and explain how they are adapted to their environments;</p> <p>identify the properties of matter and recognize that temperature can be used to change the phases;</p>	<p>Third grade students at the partial mastery level in the content of science:</p> <p>list the structures and functions of organisms and ways they are used to interact with their environment;</p> <p>identify the properties and phases of matter;</p>	<p>Third grade students at the novice level in the content of science:</p> <p>list the characteristics of living things and describe their environments;</p> <p>name the three states of matter;</p>

compare and contrast the effects of reflecting and refracting light with a variety of lenses and mirrors;	manipulate light, lens, and mirrors to explain reflection, refraction, and color;	relate the color of an object to reflection of light;	recognize that light can be reflected;
explain the relationships between speed, distance and time and between work, force, and distance;	measure and record changes in the variables affecting work and speed;	identify and describe force, motion, and speed;	give examples of force, motion, and speed;
explain the relationship between kinetic and potential energy;	compare and contrast kinetic and potential energy;	list examples of kinetic energy;	identify examples of kinetic energy;
research and evaluate the consequences of forces that change earth's surface and explore how technologies are used to predict the impact of future occurrences, and	compare and contrast earth's layers and relate the forces and processes that affect the surface to the resulting geological features, and	describe earth's layers and explain how erosion, volcanoes and earthquakes change the earth's surface, and	state that erosion, volcanoes, and earthquakes change the earth's surface, and
compare and contrast planets and use models to explain the effects of the alignments of the earth, moon and sun.	compare earth to other planets and use models to explain the movements of the earth, moon, sun, and planets.	name the planets and use a diagram to describe the movements of the earth and moon in relation to the sun.	draw a diagram of the earth and moon in relation to the sun.
Objectives	Students will		
SC.O.3.2.01	identify the structures of living things, including their systems and explain their functions.		
SC.O.3.2.02	observe, measure and record changes in living things (e.g., growth and development, or variations within species).		
SC.O.3.2.03	compare physical characteristics and behaviors of living organisms and explain how they are adapted to a specific environment (e.g., beaks and feet in birds, seed dispersal, camouflage, or different types of flowers).		
SC.O.3.2.04	observe and describe relationships among organisms and predict the effect of adverse factors.		
SC.O.3.2.05	relate the buoyancy of an object to its density.		
SC.O.3.2.06	identify physical and chemical properties.		
SC.O.3.2.07	relate changes in states of matter to changes in temperature.		
SC.O.3.2.08	investigate the dissolving of solids in liquids.		
SC.O.3.2.09	investigate the reflection and refraction of light by objects.		

SC.O.3.2.10	relate how the color of an object is based upon the reflection of light.
SC.O.3.2.11	recognize that it takes work to move objects over a distance.
SC.O.3.2.12	examine the relationships between speed, distance, and time.
SC.O.3.2.13	recognize that the greater a force is exerted on an object, the greater the change of its motion.
SC.O.3.2.14	identify examples of potential and kinetic energy.
SC.O.3.2.15	identify fossils as a record of time.
SC.O.3.2.16	explore erosion of different materials by water and wind (e.g., sand, soil, or rocks).
SC.O.3.2.17	describe how volcanoes and earthquakes affect the Earth.
SC.O.3.2.18	recognize the relative movement of the Earth and moon in relation to the sun.
SC.O.3.2.19	describe the similarities and differences among the planets.
SC.O.3.2.20	identify properties of minerals and recognize that rocks are composed of different minerals.
SC.O.3.2.21	explain how igneous, sedimentary and metamorphic rocks are formed.
SC.O.3.2.22	identify geographical features using a model or map.
SC.O.3.2.23	compare and contrast the layers of the Earth and their various features.

Grade 3 Science		Application of Science			
Standard 3:		Above Mastery	Mastery	Partial Mastery	Novice
SC.S.3.3	<ul style="list-style-type: none"> Students will identify how the parts of a system interact. recognize and use models as representations of real things. observe and identify patterns of change, consistency or regularity within the environment. demonstrate the ability to utilize technology to gather and organize data to communicate designs, results and conclusions. identify that a solution to a problem often creates new problems. demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, population, resources and environmental practices while working in collaborative groups. 				
Performance Descriptors SC.PD.3.3					
Distinguished					
Third grade students at the distinguished level of the application of science:	Third grade students at the above mastery level of the application of science:	Third grade students at the mastery level of the application of science:	Third grade students at the partial mastery level of the application of science:	Third grade students at the novice level of the application of science:	
construct and use models to explain how parts of a system interact or to explain abstract ideas;	construct models to represent how parts of a system interact;	use models to represent how parts of a system interact;	use models and identify parts of a system;	recognize models and name a system;	
predict patterns of change within the environment;	explain patterns of change, consistency, or regularity within the environment;	observe and identify patterns of change, consistency, or regularity	name patterns of change within the environment;	name an environmental change;	

propose and evaluate possible solutions to the new problems when they occur during the scientific process;	propose possible solutions to the new problems when they occur during the scientific process;	within the environment; recognize that solving scientific problems is a process that may lead to new problems;	recognize scientific problems;	identify scientific problems;
apply technology to solve problems, gather and communicate data, and	use technology to gather and communicate data, and	cite examples of science and technology in daily events, and	recognize examples of science and technology in daily events, and	identify examples of science and technology in daily events, and
demonstrate tolerance and be receptive to new ideas when presented valid information.	discuss different points of view and demonstrate tolerance.	demonstrate tolerance of different points of view.	listen to other points of view.	work in collaborative groups.
Objectives Students will				
SC.O.3.3.01	identify that systems are made of parts that interact with one another.			
SC.O.3.3.02	use models as representations of real things.			
SC.O.3.3.03	observe that changes occur gradually, repetitively, or randomly within the environment and question causes of changes.			
SC.O.3.3.04	given a set of objects, group or order the objects according to an established scheme.			
SC.O.3.3.05	given a set of events, objects, shapes, designs, or numbers, formulate patterns of constancy or regularity.			
SC.O.3.3.06	cite examples of the uses of science and technology in common daily events and in the community.			
SC.O.3.3.07	explain a simple problem and identify a specific solution describing the use of tools and/or materials to solve the problem or to complete the task.			
SC.O.3.3.08	recognize that a solution to one scientific problem often creates new problems (e.g., recycling, pollution, conservation, or waste disposal).			
SC.O.3.3.09	listen to and be tolerant of different viewpoints by engaging in collaborative activities and be willing to modify ideas when new and valid information is presented.			
SC.O.3.3.10	develop respect and responsibility for the environment by engaging in conservation practices.			
SC.O.3.3.11	describe how modern tools and appliances have positively and/or negatively impacted their daily lives.			

Objectives	Students will	patterns of evidence.
SC.O.4.1.01	explain how new discoveries lead to changes in scientific knowledge.	
SC.O.4.1.02	study the lives and discoveries of scientists of different cultures and backgrounds.	
SC.O.4.1.03	explore science careers in West Virginia.	
SC.O.4.1.04	demonstrate curiosity, initiative and creativity by developing questions that lead to investigations; designing simple experiments; and trusting observations of discoveries when trying new tasks and skills.	
SC.O.4.1.05	recognize that developing solutions to problems requires persistence, flexibility, open-mindedness, and alertness for the unexpected.	
SC.O.4.1.06	support statements with facts found through research from various sources, including technology.	
SC.O.4.1.07	use scientific instruments, technology and everyday materials to investigate the natural world.	
SC.O.4.1.08	demonstrate safe and proper techniques for handling, manipulating and caring for science materials.	
SC.O.4.1.09	construct a hypothesis when provided a problem.	
SC.O.4.1.10	establish variables and controls in an experiment; test variables through experimentation.	
SC.O.4.1.11	interpret data presented in a table, graph, or diagram and use it to answer questions and make decisions.	
SC.O.4.1.12	draw and support conclusions, make predictions and inferences based on patterns of evidence (e.g., weather maps, variation of plants, or frequency and pitch of sound).	
SC.O.4.1.13	apply mathematical skills and use metric units in measurements and calculations.	

Grade 4 Standard	Science	Students will	Performance Descriptors SC.0.4.2	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
SC.S.4.2	Science	Students will	<ul style="list-style-type: none"> demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives. demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences. apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences. 	Fourth grade students at the distinguished level in the content of science: analyze organisms' adaptations in a variety of environments;	Fourth grade students at the above mastery level in the content of science: compare and contrast the characteristics, interactions, and life cycles of organisms that help them survive in different environments; cite evidence of man's influence (positive or	Fourth grade students at the mastery level in the content of science: distinguish the characteristics, interactions, and life cycles of organisms that help them survive in different environments; compare and contrast food chains and food webs from	Fourth grade students at the partial mastery level in the content of science: identify characteristics and life cycles of organisms within an environment; construct food chains for specific habitats;	Fourth grade students at the novice level in the content of science: identify the life cycle of an organism; recognize organisms in a food chain;

<p>the plants and animals of our environment;</p> <p>design an experiment to demonstrate simple physical/chemical changes in the state of matter and analyze the results;</p> <p>create an investigation to determine if materials are conductors or non conductors;</p> <p>design an investigation that proves relationships between force and motion and frequency and pitch;</p> <p>research the amount of usable fresh water on earth and design a water conservation plan;</p> <p>create a model of the solar system and use it to explain the orbital paths of planets and the Earth's moon.</p>	<p>negative) on food webs;</p> <p>investigate variables that affect the rate of change in matter;</p> <p>diagram and construct a simple electrical circuit;</p> <p>determine relationships between force and motion and frequency and pitch;</p> <p>explain the relationships between the types of rocks and factors that change earth's surface;</p> <p>use models to explain movements within the solar system and the changes in the night sky.</p>	<p>different habitats;</p> <p>explain the causes of physical/chemical changes in matter;</p> <p>describe the transformations that occur between different forms of energy;</p> <p>predict how force affects motion and frequency affects pitch;</p> <p>determine the relationships between the types of rocks and factors that change on earth's surface;</p> <p>use models to describe movements within the solar system and the changes in the night sky.</p>	<p>list the states of matter and the physical properties of each;</p> <p>identify conductor/non-conductor materials in an electrical circuit;</p> <p>demonstrate and explain how forces can change motion;</p> <p>identify the effects of volcanoes, earthquakes, landslides, floods and weather on earth's surface;</p> <p>identify objects in the solar system and describe the changes in the night sky.</p>	<p>name the states of matter;</p> <p>list the types of energy;</p> <p>demonstrate motion and force;</p> <p>recognize that the land and water of the earth is constantly changing;</p> <p>identify the sun as a star and list the planets in the solar system.</p>
<p>Objectives Students will</p>				
SC.0.4.2.01	describe the different characteristics of plants and animals, which help them to survive in different niches and environments.			
SC.0.4.2.02	associate the behaviors of living organisms to external and internal influences (e.g., hunger, climate, or seasons).			
SC.0.4.2.03	identify and classify variations in structures of living things including their systems and explain their functions (e.g., skeletons, teeth, plant needles, or leaves).			
SC.0.4.2.04	compare and sequence changes in cycles in relation to plant and animal life.			
SC.0.4.2.05	give examples how plants and animals closely resemble their parents and that some characteristics are inherited from the parents and others result from interaction with the environment.			
SC.0.4.2.06	identify human uses of plants and animals (e.g., food sources, or medicines).			
SC.0.4.2.07	describe the effects of altering environmental barriers on the migration of animals.			
SC.0.4.2.08	construct and explain models of habitats, food chains, and food webs.			
SC.0.4.2.09	investigate how properties can be used to identify substances.			

SC.0.4.2.10	design an experiment to investigate the dissolving of solids and analyze the results.
SC.0.4.2.11	examine simple chemical changes (e.g., tarnishing, rusting, or burning).
SC.0.4.2.12	explain that materials including air take up space and are made of parts that are too small to be seen without magnification.
SC.0.4.2.13	differentiate changes in states of matter due to heat loss or gain.
SC.0.4.2.14	investigate variables that affect the rate of evaporation of a liquid.
SC.0.4.2.15	compare and classify liquids based on density.
SC.0.4.2.16	identify different forms of energy and describe energy transformations that occur between them (e.g., electrical to heat, or radiant to chemical).
SC.0.4.2.17	examine types and properties of waves (e.g., transverse, longitudinal, frequency, or wavelengths).
SC.0.4.2.18	investigate static electricity and conductors/nonconductors of electricity.
SC.0.4.2.19	construct simple electrical circuits.
SC.0.4.2.20	describe and explain the relationship between a compass and a magnetic field.
SC.0.4.2.21	relate motion of an object to its frame of reference.
SC.0.4.2.22	predict and investigate the motion of an object if the applied force is changed.
SC.0.4.2.23	explore that sounds are produced by vibrating objects and columns of air and form conclusions about the relationship between frequency and pitch of sound.
SC.0.4.2.24	investigate the change in the length, tension, or thickness of the vibrating object on the frequency of vibration (e.g., string, wire, or rubber band).
SC.0.4.2.25	examine the geologic time scale.
SC.0.4.2.26	locate and identify patterns of stars and their change in location throughout the year.
SC.0.4.2.27	compare and explain the relative time differences to erode materials.
SC.0.4.2.28	investigate the cause and effects of volcanoes, earthquakes and landslides.
SC.0.4.2.29	interpret a weather chart or map and predict outcomes.
SC.0.4.2.30	identify the sun as a star.
SC.0.4.2.31	explain the effects of alignment of earth, moon and sun on the earth.
SC.0.4.2.32	describe and explain the planets orbital paths.
SC.0.4.2.33	differentiate between types of rock and describe the rock cycle.
SC.0.4.2.34	compare ocean water and fresh water.
SC.0.4.2.35	investigate soil types and soil composition.

Grade 4	Science
Standard 3:	Application of Science
SC.S.4.3	Students will <ul style="list-style-type: none"> • Identify how the parts of a system interact. • recognize and use models as representations of real things. • observe and identify patterns of change, consistency or regularity within the environment. • demonstrate the ability to utilize technology to gather and organize data to communicate designs, results and conclusions. • identify that a solution to a problem often creates new problems. Demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, population,

resources and environmental practices while working in collaborative groups.				
Performance Descriptors SC.PD.4.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students at the distinguished level of the application of science: design a model that uses system interaction to solve a problem and explain how this model may create a new problem; argue the positive/negative consequences of technological changes in our environment, and be tolerant of others viewpoints when debating the findings of their research,	Fourth grade students at the above mastery level of the application of science: construct a model to show system interaction; predict the environmental changes if conservation is not practiced, and work collaboratively to gather data and use technology to present findings.	Fourth grade students at the mastery level of the application of science: use models to identify parts and interactions of systems; give cause and effect for changes that occur in our environment, and use a variety of resources and technology to gather data, communicate ideas, and solve problems.	Fourth grade students at the partial mastery level of the application of science: use models to identify parts of a system; identify patterns of change within the environment, and work collaboratively to solve simple problems.	Fourth grade students at the novice level of the application of science: identify a system using a model; list changes that occur in our environment, and listen to and be tolerant of different viewpoints and problem solutions.
Objectives	Students will			
SC.0.4.3.01	identify that systems are made of parts that interact with one another.			
SC.0.4.3.02	create models as representations of real things.			
SC.0.4.3.03	observe that changes occur gradually, repetitively, or randomly within the environment and question causes of change.			
SC.0.4.3.04	given a set of objects, group or order the objects according to an established scheme.			
SC.0.4.3.05	given a set of events, objects, shapes, designs, or numbers, find patterns of constancy or regularity.			
SC.0.4.3.06	identify and explain a simple problem or task to be completed; identify a specific solution; and list task requirements.			
SC.0.4.3.07	use an appropriate engineering design to solve a problem or complete a task.			
SC.0.4.3.08	recognize that a solution to one scientific problem often creates new problems (e.g., recycling, pollution, conservation, waste disposal, or need for technology).			
SC.0.4.3.09	listen to and be tolerant of different viewpoints by engaging in collaborative activities and modifying ideas when new and valid information is presented from a variety of resources.			
SC.0.4.3.10	describe the positive and negative consequences of the application of technology on personal health and the environment.			
SC.0.4.3.11	develop respect and responsibility for the environment by engaging in conservation practices.			

Fifth Grade Science Content Standards and Objectives

The Fifth Grade Science objectives identify, compare, classify and explain our living and designed worlds. Through a spiraling, inquiry-based program of study all students will demonstrate scientific literacy and the use of 21st century skills in the fields of biology, chemistry, physics, and earth and space sciences. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes and models. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. Fifth Grade Science reviews earth and the sky, life cycles and habitats of organisms, properties, positions and motions of objects and energy. New major concepts introduced at the fifth grade level include changes in properties of matter, structures, functions and adaptations of organisms, and the structure of the earth's system. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 5 Science		Performance Descriptors SC.PD.5.1			
Standard 1:	Nature of Science	Above Mastery	Mastery	Partial Mastery	Novice
SC.S.5.1	Students will <ul style="list-style-type: none"> demonstrate an understanding of the history of science and the evolution of scientific knowledge. demonstrate an understanding of science as a human endeavor encompassing the contributions of diverse cultures and scientists. demonstrate an understanding of the characteristics of a scientist. demonstrate skills of scientific inquiry. 	Fifth grade students at the above mastery level in the nature of science: <ul style="list-style-type: none"> explain the sequential relevance of the research of scientists in diverse cultures throughout history; determine the correct tools and apply skepticism when conducting an investigation, and organize data to determine 	Fifth grade students at the mastery level in the nature of science: <ul style="list-style-type: none"> compare and contrast the research of scientists in diverse cultures throughout history; use careful methodology and logical reasoning to safely conduct an investigation, and support conclusions with 	Fifth grade students at the partial mastery level in the nature of science: <ul style="list-style-type: none"> describe the research of scientists in diverse cultures throughout history; use safe procedures, proper tools, and scientific methods when conducting an investigation, and base conclusions on 	Fifth grade students at the novice level in the nature of science: <ul style="list-style-type: none"> list scientists of diverse cultures and their inventions or discoveries; follow the scientific method and use safety practices when conducting an investigation, and base conclusions on

conclusions.	relationships of the variables within an experiment.	observations and organized data.	observations and recorded data.	observations and data.
Objectives	Students will			
SC.O.5.1.01	realize that scientists formulate and test their explanations of nature using observation and experiments.			
SC.O.5.1.02	recognize scientific knowledge is subject to modification as new scientific information challenges current explanations.			
SC.O.5.1.03	examine the careers and contributions of men and women of diverse cultures to the development of science.			
SC.O.5.1.04	compare and contrast the historical significance of scientific discoveries.			
SC.O.5.1.05	cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.			
SC.O.5.1.06	formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.			
SC.O.5.1.07	apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.			
SC.O.5.1.08	use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world.			
SC.O.5.1.09	demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.			
SC.O.5.1.10	utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, or identifying dependent and independent variables).			
SC.O.5.1.11	construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.			
SC.O.5.1.12	use inferential reasoning to make logical conclusions from collected data.			

Grade 5 Science	Content of Science			
SC.S.5.2	Students will	<ul style="list-style-type: none"> demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives. demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences. apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences. 		
Performance Descriptors SC.PD.5.2				
	Distinguished	Above Mastery	Mastery	Partial Mastery
Fifth grade students at the distinguished level in the content of science:	Fifth grade students at the above mastery level in the content of science:	Fifth grade students at the mastery level in the content of science:	Fifth grade students at the partial mastery level in the content of science:	Fifth grade students at the novice level in the content of science:
describe the relationships between structures, functions, and energy use of organisms within systems,	identify and explain the structures and functions of organisms and cycles within systems,	identify the structures and functions of organisms and cycles within systems,	identify the structures of organisms and cycles within systems;	identify structures of organisms and how they get energy;
evaluate the adaptations which enable organisms to	explore and explain the relationships between the	explore how characteristics of organisms contribute to	relate organisms to their specific niches in a variety	identify niches in various ecosystems;

<p>survive in a variety of ecosystems;</p> <p>manipulate the density of an object to affect and control its buoyancy;</p> <p>observe physical changes and experimentally determine that mass is conserved;</p> <p>select the appropriate materials to design and quantitatively evaluate circuits and electromagnets.</p> <p>experimentally determine how sound and the motion of objects are affected by variables;</p> <p>use maps to explain the relationships between climate, earth's surface features, and various biomes;</p> <p>evaluate management practices of renewable and nonrenewable resources, and</p> <p>interpret the earth's history using plate tectonics and relative dating.</p>	<p>characteristics of organisms and their survival in a variety of ecosystems;</p> <p>identify substances by their density experimentally;</p> <p>observe physical changes and describe how mass is conserved;</p> <p>select the appropriate materials to build and test electric circuits and electromagnet.</p> <p>manipulate objects to affect specific changes to sound or the motion of objects;</p> <p>collect data and use maps to describe the relationships between weather and the surface features of the earth;</p> <p>differentiate between renewable and nonrenewable resources, and</p> <p>interpret the earth's history using plate tectonics and the geologic evidence of rocks and fossils.</p>	<p>their survival in a variety of ecosystems;</p> <p>calculate the density of a substance experimentally;</p> <p>observe physical changes and recognize that mass is conserved;</p> <p>build and test simple circuits and electromagnets;</p> <p>describe how sound and the motion of objects are affected by variables;</p> <p>collect weather data and use maps to describe their affects on surface features of the earth;</p> <p>identify earth's resources as renewable or nonrenewable, and</p> <p>recognize that the earth is made of plates and explore the geologic evidence in rocks and fossils.</p>	<p>of ecosystems;</p> <p>calculate the density of a substance;</p> <p>identify physical changes;</p> <p>diagram a simple circuit and build an electromagnet;</p> <p>identify variables that affect sound and the motion of objects;</p> <p>collect weather data and use maps to identify their affects on surface features of the earth;</p> <p>identify local resources as renewable or nonrenewable, and</p> <p>recognize the earth's crust is divided into plates and that earth's layers can be dated.</p>	<p>identify density as a property of matter;</p> <p>list physical changes;</p> <p>identify simple circuits and electromagnets;</p> <p>recognize when there has been a change in sound or the motion of objects;</p> <p>use maps and models to describe weather and identify surface features of the earth;</p> <p>identify earth's resources, and</p> <p>recognize the earth's crust is divided into plates.</p>
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<p>Objectives</p> <p>SC.O.5.2.01</p>	<p>Students will</p> <p>demonstrate an understanding of the interconnections of biological, earth and space, and physical science concepts.</p>
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SC.O.5.2.02	identify and explain common energy conversions in cycles of matter including photosynthesis and the carbon dioxide cycle.
SC.O.5.2.03	identify the structures of living organisms and explain their function.
SC.O.5.2.04	observe and identify cells of organisms using a microscope.
SC.O.5.2.05	compare variations of plant growth and reproduction.
SC.O.5.2.06	compare and contrast how the different characteristics of plants and animals help them to survive in different niches and environments including adaptations, natural selection, and extinction.
SC.O.5.2.07	through the use of research and technology, explore the extinction of a species due to environmental conditions.
SC.O.5.2.08	trace and describe the pathways of the sun's energy through producers, consumers and decomposers using food webs and pyramids.
SC.O.5.2.09	explain that the mass of a material is conserved whether it is together, in parts, or in a different state.
SC.O.5.2.10	recognize that elements are composed of only one type of matter.
SC.O.5.2.11	using the periodic table, identify common elements according to their symbols.
SC.O.5.2.12	through experimentation, identify substances by their relative densities (mass/volume=density).
SC.O.5.2.13	analyze diagrams of electrical circuits.
SC.O.5.2.14	measure electricity using voltage and wattage.
SC.O.5.2.15	investigate the properties of an electromagnet by selecting appropriate materials, designing and testing an electromagnet, and evaluating differences in design.
SC.O.5.2.16	describe how the variables of gravity and friction affect the motion of objects.
SC.O.5.2.17	compare and contrast the change in length, tension, or thickness of a vibrating object on the frequency of vibration.
SC.O.5.2.18	describe the layers of the earth and their various features.
SC.O.5.2.19	identify and describe natural landforms and explain how they change and impact weather and climate.
SC.O.5.2.20	use a variety of instruments and sources to collect and display weather data to describe weather patterns.
SC.O.5.2.21	compare and explain the different rates of weathering, erosion and deposition on various materials.
SC.O.5.2.22	analyze a topographical map to make inferences related to elevation and land features.
SC.O.5.2.23	identify resources as being renewable or non-renewable.
SC.O.5.2.24	explore and explain how fossils and geologic features can be used to determine the relative age of rocks and rock layers.
SC.O.5.2.25	recognize that the Earth is made of plates (plate tectonics).

Grade 5	Science			
Standard 3:	Application of Science			
SC.S.5.3	Students will <ul style="list-style-type: none"> explore the relationship between the parts and the whole system; construct a variety of useful models; examine changes that occur in an object or system. demonstrate an understanding of the interdependence between science and technology. demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions. demonstrate the ability to evaluate the impact of different points of view on health, population, resource and environmental practices. 			
Performance Descriptors SC.PD.5.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

<p>Fifth grade students at the distinguished level in the application of science:</p> <p>use models to explain parts and analyze processes of systems;</p> <p>debate different points of views from media sources regarding scientific developments and events, and</p> <p>evaluate the influence of technological innovations and careers on science and society.</p>	<p>Fifth grade students at the above mastery level in the application of science:</p> <p>use models to compare and contrast parts and explain processes of systems;</p> <p>evaluate evidences for different points of view regarding scientific developments and events, and</p> <p>analyze technological innovations and careers that have influenced science and society.</p>	<p>Fifth grade students at the mastery level in the application of science:</p> <p>use models to compare and contrast parts and processes of systems;</p> <p>analyze the reasons for different points of view regarding scientific developments and events, and</p> <p>research and compare technological innovations and careers that have influenced science.</p>	<p>Fifth grade students at the partial mastery level in the application of science:</p> <p>use models to describe parts of a system;</p> <p>determine the point of view from a media source regarding scientific developments, and</p> <p>research and describe a technological innovations or science careers that have influenced society.</p>	<p>Fifth grade students at the novice level in the application of science:</p> <p>use models to identify the parts of a system;</p> <p>recognize that media sources have a point of view regarding scientific developments, and</p> <p>identify a technological innovation or science career and its influenced society.</p>
<p>Objectives</p> <p>SC.O.5.3.01</p> <p>SC.O.5.3.02</p> <p>SC.O.5.3.03</p> <p>SC.O.5.3.04</p> <p>SC.O.5.3.05</p> <p>SC.O.5.3.06</p> <p>SC.O.5.3.07</p>	<p>Students will</p> <p>explore the relationship between the parts of a system to the whole system.</p> <p>construct a variety of useful models of an object, event, or process.</p> <p>compare and contrast changes that occur in an object or a system to its original state.</p> <p>compare and contrast the influence that a variation in scale will have on the way an object or system works. (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, or flight characteristics of different-sized model airplanes).</p> <p>research everyday applications and interactions of science and technology.</p> <p>evaluate and critically analyze mass media reports of scientific developments and events.</p> <p>explore the connections between science, technology, society and career opportunities.</p>			

Sixth Grade Science Content Standards and Objectives

The Sixth Grade Science objectives demonstrate, differentiate, and apply concepts of the living and designed worlds. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy in the fields of biology, chemistry, physics, and earth and space sciences, using 21st century skills. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of major science themes of systems, changes and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. Sixth Grade Science reviews changes in the properties of matter, structures, functions and adaptations of organisms, and the structure of the earth's systems. New major concepts introduced at the sixth grade level include motions and forces, ecosystems, diversity of life, energy transformations, plate tectonics, earth's resources and weather. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 6 Science		Nature of Science	
Standard 1: SC.S.6.1	Students will <ul style="list-style-type: none"> • demonstrate an understanding of the history of science and the evolution of scientific knowledge. • demonstrate an understanding of science as a human endeavor encompassing the contributions of diverse cultures and scientists. • demonstrate an understanding of the characteristics of a scientist. • demonstrate skills of scientific inquiry. 		
Performance Descriptors SC.PD.6.1			
Distinguished	Above Mastery	Mastery	Partial Mastery
Sixth grade students at the distinguished level in the nature of science: evaluate the importance of the research of scientists in diverse cultures throughout history; are creative when designing an investigation, and	Sixth grade students at the above mastery level in the nature of science: explain the sequential relevance of the research of scientists in diverse cultures throughout history; determine the correct tools and apply skepticism when conducting an investigation, and	Sixth grade students at the mastery level in the nature of science: compare and contrast the research of scientists in diverse cultures throughout history; use careful methodology and logical reasoning to safely conduct an investigation, and	Sixth grade students at the novice level in the nature of science: list scientists of diverse cultures and their inventions or discoveries; follow the scientific method and use safety practices when conducting an investigation, and

evaluate data and justify conclusion.	organize data to determine relationships of the variables within an experiment.	support conclusions with observations and organized data.	base conclusions on observations and recorded data.	base conclusions on observations and data.
Objectives				
SC.O.6.1.01	Students will realize that scientists formulate and test their explanations of nature using observation and experiments.			
SC.O.6.1.02	recognize scientific knowledge is subject to modification as new scientific information challenges current explanations.			
SC.O.6.1.03	examine the careers and contributions of men and women of diverse cultures to the development of science.			
SC.O.6.1.04	compare and contrast the historical significance of scientific discoveries.			
SC.O.6.1.05	cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.			
SC.O.6.1.06	formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.			
SC.O.6.1.07	apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.			
SC.O.6.1.08	use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world.			
SC.O.6.1.09	demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.			
SC.O.6.1.10	utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, or identifying dependent and independent variables).			
SC.O.6.1.11	construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.			
SC.O.6.1.12	use inferential reasoning to make logical conclusions from collected data.			

Grade 6 Science Content of Science				
Students will				
Standard 2: SC.S.6.2	<ul style="list-style-type: none"> demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives. demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences. apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences. 			
	Performance Descriptors SC.PD.6.2			
	Distinguished	Above Mastery	Mastery	Partial Mastery
Sixth grade students at the distinguished level in the content of science: research and evaluate local and national environmental programs; use models to compare and contrast growth cycles and	Sixth grade students at the above mastery level in the content of science: research and discuss local environmental topics; compare and contrast plant and animal organelles;	Sixth grade students at the mastery level in the content of science: analyze the consequences of human interactions with the environment; compare plant and animal cell models;	Sixth grade students at the partial mastery level in the content of science: identify ways humans change the environment; use models to describe structures of plant and	Sixth grade students at the novice level in the content of science: identify ways humans interact with the environment; identify structures and growth cycles of plant and

<p>features of plant and animal cells;</p>				<p>animal cells and growth cycles;</p>	<p>animal cells;</p>
<p>use the classification of various organisms to infer relatedness;</p>	<p>classify a variety of plants or animals based on their internal and external features;</p>	<p>classify a variety of plants or animals based on their similarities and differences;</p>	<p>sort a variety of plants or animals based on their similarities and differences;</p>	<p>sort plants or animals based on their similarities;</p>	
<p>Identify substances by experimentally determining their physical and chemical properties;</p>	<p>experimentally determine the physical and chemical properties of substances;</p>	<p>use the physical and chemical properties of substances to identify them;</p>	<p>describe the physical and chemical properties of substances and mixtures;</p>	<p>list the physical and chemical properties of substances and mixtures;</p>	
<p>compare and contrast electromagnetic and sound wave properties;</p>	<p>compare electromagnetic and sound wave properties;</p>	<p>characterize electromagnetic and sound waves;</p>	<p>define and describe light and sound waves;</p>	<p>label the parts of a wave;</p>	
<p>evaluate movement of heat;</p>	<p>predict and describe heat flow between objects;</p>	<p>describe the flow of heat between objects;</p>	<p>identify three methods of heat transfer;</p>	<p>recognize that heat flows;</p>	
<p>compare and contrast series and parallel circuits;</p>	<p>describe the flow of electricity in series and parallel circuits;</p>	<p>diagram series and parallel circuits;</p>	<p>identify series and parallel circuits;</p>	<p>identify parts of electric circuits;</p>	
<p>build simple machines and calculate the effect of forces on the motion of an object;</p>	<p>build simple machines and graphs the effects of forces on the motion of an object;</p>	<p>examine simple machines and graph the effects of forces on the motion of an object;</p>	<p>examine simple machines and use graphs show the effect of forces on the motion of an object;</p>	<p>use simple machines and determine the effect of forces on the motion of an object;</p>	
<p>use technology to forecast global weather;</p>	<p>gather weather data and use technology to forecast local weather;</p>	<p>gather weather data and use technology to investigate local weather;</p>	<p>gather and record weather data;</p>	<p>describe weather phenomena;</p>	
<p>predict effects of changing positions of the earth, moon, and sun, and</p>	<p>use models to explain events associated with positions of the earth, moon, and sun, and</p>	<p>use models to describe events associated with positions of the earth, moon, and sun, and</p>	<p>relate moon phases and seasonal changes to earth, moon, and sun movements, and</p>	<p>identify the phases of the moon, and</p>	
<p>research current evidence in plate tectonics theory.</p>	<p>explain how geologic evidence is used to support</p>	<p>trace the history of the plate tectonics theory and</p>	<p>describe plate tectonics theory and recognize that</p>	<p>label plates and recognize that life forms change over</p>	

	the plate tectonics theory.	associate life forms to geologic eras.	life forms change with geologic eras.	time.
Objectives	Students will			
SC.O.6.2.01	demonstrate the interrelationships among physics, chemistry, biology, earth and environmental science, and astronomy.			
SC.O.6.2.02	use pictures to show cyclical processes in nature (e.g., nitrogen cycle, carbon cycle, or water cycle).			
SC.O.6.2.03	classify living organisms according to their structure and functions.			
SC.O.6.2.04	compare the similarities of internal features of organisms, which can be used to infer relatedness.			
SC.O.6.2.05	examine how abiotic and biotic factors affect the interdependence among organisms.			
SC.O.6.2.06	construct models of plant and animal cells and compare the basic parts (e.g., cytoplasm, cell wall, cell membrane, nucleus, or chloroplasts).			
SC.O.6.2.07	compare growth cycles in different plants (e.g., mosses, ferns, perennials, biennials, woody plants, or herbaceous plants).			
SC.O.6.2.08	predict changes in populations of organisms due to limiting environmental factors (e.g., food supply, predators, disease, or habitat).			
SC.O.6.2.09	analyze the ecological consequences of human interactions with the environment (e.g., renewable and non-renewable resources).			
SC.O.6.2.10	classify and investigate properties and processes (changes) as either physical or chemical.			
SC.O.6.2.11	investigate the formation and separation of simple mixtures of matter concluding that matter is composed of tiny particles and that the particles are the same for the same type of matter.			
SC.O.6.2.12	use indicators to classify substances as acidic, basic or neutral.			
SC.O.6.2.13	using the periodic table, identify the symbols of elements as solids, liquids, and gases; metals or nonmetals.			
SC.O.6.2.14	describe the composition and properties of matter (e.g., particles, malleability, melting point, density, inertia, or specific heat).			
SC.O.6.2.15	investigate the properties of the electromagnetic spectrum (e.g., wavelengths, frequencies, visible light); relate wavelengths and/or frequencies to position on the electromagnetic spectrum (e.g., colors, x-ray).			
SC.O.6.2.16	recognize that an object's color is based upon the absorption and reflection of light waves.			
SC.O.6.2.17	describe light and sound in terms of longitudinal or transverse waves.			
SC.O.6.2.18	describe the flow of heat between objects (e.g., hot air rises, or absorption and release of heat by metals).			
SC.O.6.2.19	diagram simple parallel and series circuits (e.g., bulbs, battery, wires, or switch).			
SC.O.6.2.20	correlate the relationship of mass to gravitational force (e.g., larger the mass the larger the gravitational force, or the closer the objects the stronger the force).			
SC.O.6.2.21	examine simple machines and the forces involved.			
SC.O.6.2.22	apply the effects of balanced and unbalanced forces on motion of objects.			
SC.O.6.2.23	explain motion in terms of frames of reference and analyze graphs depicting motion and predicted future motion.			
SC.O.6.2.24	monitor major atmospheric events using a variety of resources including technology.			
SC.O.6.2.25	compare and contrast continental drift hypothesis to the plate tectonic theory.			
SC.O.6.2.26	associate plant and animal life forms with specific geologic time periods.			
SC.O.6.2.27	recognize the phases of the moon.			
SC.O.6.2.28	investigate models of earth-moon-sun relationships (e.g., gravity, time, or tides).			
SC.O.6.2.29	compare the earth's tilt and revolution to the seasonal changes.			

Grade 6	Science
Standard 3:	Application of Science

<p>SC.S.6.3</p>	<p>Students will</p> <ul style="list-style-type: none"> • explore the relationship between the parts and the whole system; construct a variety of useful models; examine changes that occur in an object or system. • demonstrate an understanding of the interdependence between science and technology. • demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions. • demonstrate the ability to evaluate the impact of different points of view on health, population, resource and environmental practices. 			
<p>Performance Descriptors SC.PD.6.3</p>				
<p>Distinguished</p>				
<p>Sixth grade students at the distinguished level in the application of science:</p> <p>use models to explain parts and analyze processes of systems;</p> <p>debate different points of views from media sources regarding scientific developments and events, and</p> <p>evaluate the influence of technological innovations and careers on science and society.</p>	<p>Above Mastery</p> <p>Sixth grade students at the above mastery level in the application of science:</p> <p>use models to compare and contrast parts and explain processes of systems;</p> <p>evaluate evidences for different points of view regarding scientific developments and events, and</p> <p>analyze technological innovations and careers that have influenced science and society.</p>	<p>Mastery</p> <p>Sixth grade students at the mastery level in the application of science:</p> <p>use models to compare and contrast parts and processes of systems;</p> <p>analyze the reasons for different points of view regarding scientific developments and events, and</p> <p>research and compare technological innovations and careers that have influenced science.</p>	<p>Partial Mastery</p> <p>Sixth grade students at the partial mastery level in the application of science:</p> <p>use models to describe parts of a system or model;</p> <p>determine the point of view from a media source regarding scientific developments, and</p> <p>research and describe a technological innovations or science careers that have influenced society.</p>	<p>Novice</p> <p>Sixth grade students at the novice level in the application of science:</p> <p>use models to identify the parts of a system;</p> <p>recognize that media sources have a point of view regarding scientific developments, and</p> <p>identify a technological innovation or science career and its influenced society.</p>
<p>Objectives</p>				
<p>SC.O.6.3.01</p>	<p>explore the relationship between the parts of a system to the whole system.</p>			
<p>SC.O.6.3.02</p>	<p>construct a variety of useful models of an object, event, or process.</p>			
<p>SC.O.6.3.03</p>	<p>compare and contrast changes that occur in an object or a system to its original state.</p>			
<p>SC.O.6.3.04</p>	<p>compare and contrast the influence that a variation in scale will have on the way an object or system works. (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, or flight characteristics of different-sized model airplanes).</p>			
<p>SC.O.6.3.05</p>	<p>research everyday applications and interactions of science and technology.</p>			
<p>SC.O.6.3.06</p>	<p>evaluate and critically analyze mass media reports of scientific developments and events.</p>			

Seventh Grade Science Content Standards and Objectives

The Seventh Grade Science objectives evaluate, interpret, and predict conditions and phenomena of the living and designed worlds. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy and use of 21st century skills in the fields of biology, chemistry, physics and earth/environmental science and astronomy. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research laboratory skills. Safety instruction is integrated into all activities. Seventh Grade Science reviews motions and forces, ecosystems, diversity of life, energy transformations, plate tectonics, earth's resources and weather. Major concepts expanded at the seventh grade level include elements, mixtures, and compounds, populations/ecosystems, conservation of matter and energy and earth's history. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 7 Science		Performance Descriptors SC.PD.7.1			
Standard:1	Nature of Science	Above Mastery	Mastery	Partial Mastery	Novice
SC.S.7.1	Students will <ul style="list-style-type: none"> • demonstrate an understanding of the history of science and the evolution of scientific knowledge. • demonstrate an understanding of science as a human endeavor encompassing the contributions of diverse cultures and scientists. • demonstrate an understanding of the characteristics of a scientist. • demonstrate skills of scientific inquiry. 	Seventh grade students at the above mastery level in the nature of science: <ul style="list-style-type: none"> explain the sequential relevance of the research of scientists in diverse cultures throughout history; determine the correct tools and apply skepticism when conducting an investigation, and 	Seventh grade students at the mastery level in the nature of science: <ul style="list-style-type: none"> compare and contrast the research of scientists in diverse cultures throughout history; use careful methodology and logical reasoning to safely conduct an investigation, and 	Seventh grade students at the partial mastery level in the nature of science: <ul style="list-style-type: none"> describe the research of scientists in diverse cultures throughout history; use safe procedures, proper tools, and the scientific method when conducting an investigation, and 	Seventh grade students at the novice level in the nature of science: <ul style="list-style-type: none"> list scientists of diverse cultures and their inventions or discoveries; follow the scientific method and use safety practices when conducting an investigation, and

evaluate data and justify conclusion.	organize data to determine relationships of the variables within an experiment.	support conclusions with observations and organized data.	base conclusions on observations and recorded data.	base conclusions on observations and data.
Objectives				
Students will				
SC.O.7.1.01	realize that scientists formulate and test their explanations of nature using observation and experiments.			
SC.O.7.1.02	recognize scientific knowledge is subject to modification as new scientific information challenges current explanations.			
SC.O.7.1.03	examine the careers and contributions of men and women of diverse cultures to the development of science.			
SC.O.7.1.04	compare and contrast the historical significance of scientific discoveries.			
SC.O.7.1.05	cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.			
SC.O.7.1.06	formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.			
SC.O.7.1.07	apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.			
SC.O.7.1.08	use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world.			
SC.O.7.1.09	demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.			
SC.O.7.1.10	utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, or identifying dependent and independent variables).			
SC.O.7.1.11	construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.			
SC.O.7.1.12	use inferential reasoning to make logical conclusions from collected data.			

Grade 7 Science	
Standard: 2	
Content of Science	
SC.S.7.2	<p>Students will</p> <ul style="list-style-type: none"> demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives. demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth/environmental science, and astronomy. apply knowledge, understanding and skills of the science subject matter/concepts to daily life experiences.
Performance Descriptors SC.PD.7.2	
Distinguished	Above Mastery
Seventh grade students at the distinguished level in the content of science: design a model to demonstrate functions, systems, or cycles of organisms;	Seventh grade students at the above mastery level in the content of science: critique models and use them to explain the structures, functions and cycles of organisms and systems;
Mastery	Mastery
Seventh grade students at the mastery level in the content of science: construct models to explain the structures, functions and cycles of organisms and systems;	Seventh grade students at the mastery level in the content of science: construct models to explain the structures, functions and cycles of organisms and systems;
Partial Mastery	Partial Mastery
Seventh grade students at the partial mastery level in the content of science: compare models and use them to describe the structures, functions, and cycles of organisms and systems;	Seventh grade students at the partial mastery level in the content of science: compare models and use them to describe the structures, functions, and cycles of organisms and systems;
Novice	Novice
Seventh grade students at the novice level in the content of science: use a model and to label a structures, functions, and cycles of organisms and systems;	Seventh grade students at the novice level in the content of science: use a model and to label a structures, functions, and cycles of organisms and systems;

<p>debate decisions to change ecosystems when considering the effects on the interactions and survival of organisms;</p> <p>perform experiments to identify substances and explain chemical reactions;</p> <p>design a device that uses energy and demonstrate its possible applications in society;</p> <p>modify a variable to get a predetermined effect in experiments involving force, motion, and distance, and</p> <p>create maps and use them to explain processes that have occurred on Earth's surface.</p>	<p>research the effects of changing ecosystems and the interactions, and survival of organisms;</p> <p>perform experiments to determine properties of substances and explain chemical reactions;</p> <p>construct devices and explain how they change energy from one form to another;</p> <p>quantitatively express the relationships between force, motion, and distance, and</p> <p>compare current and historical maps and use them to explain changes in that have occurred in a local area.</p>	<p>determine the relationships between changing ecosystems and the interactions, adaptations, and survival of organisms;</p> <p>compare properties of substances and demonstrate and describe chemical reactions;</p> <p>investigate energy and its applications in society;</p> <p>perform experiments to determine the relationships between force, motion, and distance, and</p> <p>interpret maps and use them to explain processes that have occurred on Earth's surface.</p>	<p>describe the interactions of organisms within variety of ecosystems;</p> <p>describe phase changes and properties of substances and identify chemical reactions;</p> <p>identify energy sources and its applications in society;</p> <p>perform experiments to determine the relationships between force and motion, and</p> <p>use maps to explain processes that have occurred on Earth's surface.</p>	<p>identify organisms within a variety of ecosystems;</p> <p>identify properties of substances, phase changes, and chemical reactions;</p> <p>identify energy sources and its applications in society;</p> <p>identify and describe the affects of force on motion, and</p> <p>use maps to identify features on Earth's surface.</p>
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Objectives	Students will
SC.O.7.2.01	demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth/environmental science, and astronomy.
SC.O.7.2.02	identify and describe disease causing organisms (such as bacteria, viruses, protozoa, fungi) and the diseases they cause.
SC.O.7.2.03	explain how skeletal, muscular, and integumentary systems work together in the human body.
SC.O.7.2.04	compare the level of organization of cells, tissues and organs in living things.
SC.O.7.2.05	construct simple keys to differentiate among living things with similar characteristics.
SC.O.7.2.06	use pictures to show cyclical processes in nature (e.g., water cycle, nitrogen cycle, or carbon cycle).
SC.O.7.2.07	evaluate how the different adaptations and life cycles of plants and animals help them to survive in different niches and environments (e.g., inherited and acquired adaptations).
SC.O.7.2.08	analyze how changes in the environment have led to reproductive adaptations through natural selection.
SC.O.7.2.09	explain how an organism's behavior response is a combination of heredity and the environment.

SC.O.7.2.10	analyze the differences in the growth, development and reproduction in flowering and non-flowering plants.
SC.O.7.2.11	predict the trends of interdependent populations if one of the limiting factors is changed.
SC.O.7.2.12	evaluate the consequences of the introduction of chemicals into the ecosystem (e.g., environmental consequences, human health risks, or mutations).
SC.O.7.2.13	compare differences among elements, compounds, homogeneous and heterogeneous mixtures.
SC.O.7.2.14	examine the differences in types of solutions (e.g., solutes and solvents, relative concentrations, conductivity, pH).
SC.O.7.2.15	examine chemical reactions involving acids and bases by monitoring color changes of indicator(s) and identifying the salt formed in the neutralization reaction.
SC.O.7.2.16	write word equations to describe chemical reactions.
SC.O.7.2.17	describe the movement of individual particles and verify the conservation of matter during the phase changes (e.g., melting, boiling, or freezing).
SC.O.7.2.18	identify the characteristics of sound waves and describe how sound is perceived by the ear.
SC.O.7.2.19	define the absorption and reflection of light as translucent, opaque and transparent.
SC.O.7.2.20	interpret and illustrate changes in waves as they encounter various mediums (e.g., mirrors, or lenses).
SC.O.7.2.21	Investigate absorption and reflection of light by an object.
SC.O.7.2.22	characterize series and parallel circuits; AC and DC currents.
SC.O.7.2.23	explain conservation of matter and energy and investigate the different forms of energy (e.g., mechanical, potential, kinetic, or gravitational).
SC.O.7.2.24	perform experiments with simple machines to demonstrate the relationship between forces and distance; use vectors to represent motion.
SC.O.7.2.25	explain the effect of gravity on falling objects (e.g., $g=9.8\text{m/s}^2$, object dropped on earth and on moon).
SC.O.7.2.26	describe and compare the causes of tides, surfs and currents.
SC.O.7.2.27	examine the effects of the sun's energy on oceans and weather (e.g., air masses, or convection currents).
SC.O.7.2.28	interpret GIS maps and create and interpret topographical maps.
SC.O.7.2.29	describe rock formations (e.g., rock cycle).
SC.O.7.2.30	classify rocks (e.g., crystal/particle size, or mineral composition and uses).
SC.O.7.2.31	determine the relevant age of rock layers using index fossils and the law of superposition.
SC.O.7.2.32	explain how changing latitude affects climate.
SC.O.7.2.33	trace the life cycle of a star.

Grade 7	Science
Standard:3	Application of Science
SC.S.7.3	Students will <ul style="list-style-type: none"> • explore the relationship between the parts and the whole system; construct a variety of useful models; examine changes that occur in an object or system. • demonstrate an understanding of the interdependence between science and technology. • demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions. • demonstrate the ability to evaluate the impact of different points of view on health, population, resource and environmental practices.

Performance Descriptors SC.PD.7.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students at the distinguished level in the application of science: use models to explain parts and analyze processes of systems; debate different points of views from media sources regarding scientific developments and events, and evaluate the influence of technological innovations and careers on science and society.	Seventh grade students at the above mastery level in the application of science: use models to compare and contrast parts and explain processes of systems; evaluate evidences for different points of view regarding scientific developments and events, and analyze technological innovations and careers that have influenced science and society.	Seventh grade students at the mastery level in the application of science: use models to compare and contrast parts and processes of systems; analyze the reasons for different points of view regarding scientific developments and events, and research and compare technological innovations and careers that have influenced science.	Seventh grade students at the partial mastery level in the application of science: use models to describe parts of a system or model; determine the point of view from a media source regarding scientific developments, and research and describe a technological innovations or science careers that have influenced society.	Seventh grade students at the novice level in the application of science: use models to identify the parts of a system; recognize that media sources have a point of view regarding scientific developments, and identify a technological innovation or science career and its influenced society.
Objectives				
SC.O.7.3.01	Students will explore the relationship between the parts of a system to the whole system.			
SC.O.7.3.02	construct a variety of useful models of an object, event, or process.			
SC.O.7.3.03	compare and contrast changes that occur in an object or a system to its original state.			
SC.O.7.3.04	compare and contrast the influence that a variation in scale will have on the way an object or system works. (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, or flight characteristics of different-sized model airplanes).			
SC.O.7.3.05	research everyday applications and interactions of science and technology.			
SC.O.7.3.06	evaluate and critically analyze mass media reports of scientific developments and events.			
SC.O.7.3.07	explore the connections between science, technology, society and career opportunities.			

Eighth Grade Science Content Standards and Objectives

The Eighth Grade Science objectives analyze, quantify, and explain conditions and phenomena of the living and designed worlds. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy and use of 21st century skills in the fields of biology, chemistry, physics and earth/environmental science and astronomy. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities. Eighth Grade Science reviews elements, mixtures, and compounds, populations/ecosystems, conservation of matter and energy and earth's history. Major concepts introduced at the eighth grade level include reproduction, genetics, behavior, chemical reactions and environmental concerns. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 8 Science		Nature of Science	
Standard 1	Students will	<ul style="list-style-type: none"> • demonstrate an understanding of history and nature of science as a human endeavor encompassing the contributions of diverse cultures and scientists. • demonstrate the ability to use the inquiry process to solve problems. 	
Performance Descriptors SC.PD.8.1			
Distinguished	Above Mastery	Mastery	Partial Mastery
<p>Eighth grade students at the distinguished level in the nature of science:</p> <p>following the scientific method, design an investigation to challenge proposed explanations of real world issues, then justify their conclusions, and research, design, and use models to represent and explain systems, then justify your creation.</p>	<p>Eighth grade students at the above mastery level in the nature of science:</p> <p>following the scientific method, investigate proposed explanations of real world issues then construct an investigation to prove or disprove an hypothesis, and research and design models to represent systems, then evaluate their effectiveness.</p>	<p>Eighth grade students at the mastery level in the nature of science:</p> <p>following the scientific method, create and analyze investigations and formulate explanations of real world issues, and research and analyze representations of systems and accuracy of a models.</p>	<p>Eighth grade students at the novice level in the nature of science:</p> <p>following the scientific method, discuss investigations and recognize scientific explanations of real world issues, and use models and diagrams to identify parts of systems.</p>
Objectives		Students will	

SC.O.8.1.01	formulate scientific explanations based on historical observations and experimental evidence, accounting for variability in experimental results.
SC.O.8.1.02	demonstrate how a testable methodology is employed to seek solutions for personal and societal issues. (e.g., "scientific method").
SC.O.8.1.03	relate societal, cultural and economic issues to key scientific innovations.
SC.O.8.1.04	conduct and/or design investigations that incorporate the skills and attitudes and/or values of scientific inquiry (e.g., established research protocol, accurate record keeping, replication of results and peer review, objectivity, openness, skepticism, fairness, or creativity and logic).
SC.O.8.1.05	implement safe procedures and practices when manipulating equipment, materials, organisms, and models.
SC.O.8.1.06	use appropriate technology solutions within a problem solving setting to measure and collect data; interpret data; analyze and/or report data; interact with simulations; conduct research; and present and communicate conclusions.
SC.O.8.1.07	design, conduct, evaluate and revise experiments (e.g., compose a question to be investigated, design a controlled investigation that produces numeric data, evaluate the data in the context of scientific laws and principles, construct a conclusion based on findings, propose revisions to investigations based on manipulation of variables and/or analysis of error, or communicate and defend the results and conclusions).
SC.O.8.1.08	draw conclusions from a variety of data sources to analyze and interpret systems and models (e.g., use graphs and equations to measure and apply variables such as rate and scale, evaluate changes in trends and cycles, predict the influence of external variances such as potential sources of error, or interpret maps).

Grade 8 Science	
Standard:2	
Content of Science	
SC.S.8.2	Students will <ul style="list-style-type: none"> demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives. demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth/environmental science, and astronomy. apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.
Performance Descriptors SC.PD.8.2	
Distinguished	Above Mastery
Eighth grade students at the distinguished level in the content of science: analyze the accuracy of models that describe the cycles in nature, structures and functions of organisms, and their interactions with one another, and the movements of objects in the solar system;	Eighth grade students at the above mastery level in the content of science: construct and use models to explain the cycles in nature, structures and functions of organisms, their interactions with one another, and the movements of objects in the solar system;
Mastery	Partial Mastery
Eighth grade students at the mastery level in the content of science: construct and use models to describe the cycles in nature, structures and functions of organisms, their interactions with one another, and the movements of objects in the solar system;	Eighth grade students at the partial mastery level in the content of science: use models to describe the cycles in nature, structures and functions of organisms, and their interactions with one another, and the movements of objects in the solar system;
Novice	Novice
Eighth grade students at the novice level in the content of science: label models that include cycles in nature, structures of organisms, and objects in the solar system;	

solar system;	<p>predict the classification of matter based on valence electron configuration;</p> <p>investigate energy sources and construct models demonstrating their applications in society;</p> <p>quantitatively express the relationships between speed, velocity and acceleration and work and power;</p> <p>interpret maps to determine evidence of geological and meteorological processes, and</p> <p>evaluate the use of earth's resources and benefits of space exploration.</p>	<p>use physical and chemical properties to identify matter;</p> <p>examine and explain energy sources and their applications in society;</p> <p>perform experiments to determine the relationships between speed, velocity and acceleration and work and power;</p> <p>describe the causes and effects of geological and meteorological processes, and</p> <p>research and explain societal concerns related to the use of earth's resources and space exploration.</p>	<p>identify physical and chemical properties;</p> <p>describe energy sources and match identify their applications in society;</p> <p>perform experiments that demonstrate speed, velocity and acceleration and work and power;</p> <p>describe geological and meteorological processes and explain their effects on the Earth's surface, and</p> <p>research and describe the societal concerns related to the use of earth's resources and space exploration.</p>	<p>recognize that physical and chemical properties are used to identify matter;</p> <p>name energy sources and list their applications in society;</p> <p>identify and describe changes in speed, velocity and acceleration and work and power;</p> <p>identify the results of geological processes and describe meteorological events, and</p> <p>list some uses for the earth's resources and benefits and expenses of space exploration.</p>
<p>identify an unknown by experimentally determining its physical and chemical properties;</p> <p>debate different energy sources and evaluate their applications in society over time;</p> <p>modify a variable to get a predetermined effect in experiments involving speed, velocity and acceleration and work and power;</p> <p>predict the short and long term effects of various geological and meteorological processes, and</p> <p>debate the societal concerns related to the use of earth's resources and space exploration.</p>	<p>use physical and chemical properties to identify matter;</p> <p>examine and explain energy sources and their applications in society;</p> <p>perform experiments to determine the relationships between speed, velocity and acceleration and work and power;</p> <p>describe the causes and effects of geological and meteorological processes, and</p> <p>research and explain societal concerns related to the use of earth's resources and space exploration.</p>	<p>use physical and chemical properties to identify matter;</p> <p>examine and explain energy sources and their applications in society;</p> <p>perform experiments to determine the relationships between speed, velocity and acceleration and work and power;</p> <p>describe the causes and effects of geological and meteorological processes, and</p> <p>research and explain societal concerns related to the use of earth's resources and space exploration.</p>	<p>identify physical and chemical properties;</p> <p>describe energy sources and match identify their applications in society;</p> <p>perform experiments that demonstrate speed, velocity and acceleration and work and power;</p> <p>describe geological and meteorological processes and explain their effects on the Earth's surface, and</p> <p>research and describe the societal concerns related to the use of earth's resources and space exploration.</p>	<p>recognize that physical and chemical properties are used to identify matter;</p> <p>name energy sources and list their applications in society;</p> <p>identify and describe changes in speed, velocity and acceleration and work and power;</p> <p>identify the results of geological processes and describe meteorological events, and</p> <p>list some uses for the earth's resources and benefits and expenses of space exploration.</p>
<p>Objectives</p> <p>SC.O.8.2.01</p> <p>SC.O.8.2.02</p> <p>SC.O.8.2.03</p> <p>SC.O.8.2.04</p> <p>SC.O.8.2.05</p> <p>SC.O.8.2.06</p> <p>SC.O.8.2.07</p> <p>SC.O.8.2.08</p>	<p>Students will</p> <p>demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth/environmental science, and astronomy.</p> <p>examine and describe the structures and functions of cell organelles.</p> <p>explain how the circulatory, respiratory and reproductive systems work together in the human body.</p> <p>compare the variations in cells, tissues and organs of the circulatory, respiratory and reproductive systems of different organisms.</p> <p>discuss how living cells obtain the essentials of life through chemical reactions of fermentation, respiration and photosynthesis.</p> <p>analyze how behaviors of organisms lead to species continuity (e.g., reproductive/mating behaviors, or seed dispersal).</p> <p>demonstrate the basic principles of genetics; introduce Mendel's law, monohybrid crosses, production of body and sex cells (mitosis/meiosis), genes, chromosomes, and inherited traits.</p> <p>compare patterns of human development to other vertebrates.</p>	<p>use physical and chemical properties to identify matter;</p> <p>examine and explain energy sources and their applications in society;</p> <p>perform experiments to determine the relationships between speed, velocity and acceleration and work and power;</p> <p>describe the causes and effects of geological and meteorological processes, and</p> <p>research and explain societal concerns related to the use of earth's resources and space exploration.</p>	<p>identify physical and chemical properties;</p> <p>describe energy sources and match identify their applications in society;</p> <p>perform experiments that demonstrate speed, velocity and acceleration and work and power;</p> <p>describe geological and meteorological processes and explain their effects on the Earth's surface, and</p> <p>research and describe the societal concerns related to the use of earth's resources and space exploration.</p>	<p>recognize that physical and chemical properties are used to identify matter;</p> <p>name energy sources and list their applications in society;</p> <p>identify and describe changes in speed, velocity and acceleration and work and power;</p> <p>identify the results of geological processes and describe meteorological events, and</p> <p>list some uses for the earth's resources and benefits and expenses of space exploration.</p>

BC.O.B.2.10	organize groups of unknown organisms based on observable characteristics (e.g., create dichotomous keys).
BC.O.B.2.10	trace matter and energy flow in a food web as it flows from sunlight to producers and consumers, design an environment in which the chemical and energy needs for the growth, reproduction and development of plants are met (e.g., food pyramids, decomposition).
SC.O.B.2.11	use the periodic table to locate and classify elements as metallic, non-metallic or metalloids.
SC.O.B.2.12	reconstruct development models of the atom (e.g., Crookes, Thompson, Becquerel, Rutherford, or Bohr).
SC.O.B.2.13	calculate the number of protons, neutrons, and electrons and use the information to construct a Bohr model of the atom.
SC.O.B.2.14	classify elements into their families based upon their valence electrons.
SC.O.B.2.15	evaluate the variations in diffusion rates and examine the effect of changing temperatures.
SC.O.B.2.16	conduct and classify chemical reactions by reaction type (e.g., synthesis, decomposition, single replacement or double replacement); energy type (e.g., endothermic and exothermic); and write word equations for the chemical reactions.
SC.O.B.2.17	identify and describe factors that affect chemical reaction rates, including catalysts, temperature changes, light energies and particle size.
SC.O.B.2.18	examine the various sources of energy (e.g., fossil fuels, wind, solar, geothermal, nuclear, biomass).
SC.O.B.2.19	explain the Doppler effect (e.g., sound).
SC.O.B.2.20	quantitatively represent wavelength, frequency and velocity (e.g., $v = \lambda f$).
SC.O.B.2.21	relate the conservation of energy theory to energy transformations (e.g., electrical/heat, or mechanical/heat).
SC.O.B.2.22	quantitatively represent work, power, pressure (e.g., $Work = Force \times distance$, $Power = Work/time$, or $pressure = force/area$) from collected data.
SC.O.B.2.23	graph and interpret the relationships of distance versus time, speed versus time, and acceleration versus time.
SC.O.B.2.24	describe Newton's Laws of Motion; identify examples, illustrate qualitatively and quantitatively drawing vector examples.
SC.O.B.2.25	illustrate and calculate the mechanical advantage of simple machines.
SC.O.B.2.26	research and draw conclusions related to the quality and quantity of surface and ground water.
SC.O.B.2.27	identify and explain the principle forces of plate tectonics and related geological events (e.g., earthquakes, volcanoes, or landforms).
SC.O.B.2.28	determine the impact of oceans on weather and climate; relate global patterns of atmospheric movement on local weather.
SC.O.B.2.29	analyze the forces of tectonics, weathering and erosion that have shaped the earth's surface.
SC.O.B.2.30	model processes of soil formation and suggest methods of soil preservation and conservation.
SC.O.B.2.31	research and recognize the societal concerns of exploration and colonization of space.
SC.O.B.2.32	explain phenomena associated with motions in sun-earth-moon system (e.g., eclipses, tides, or seasons).
SC.O.B.2.33	describe the origin and orbits of comets, asteroids, and meteoroids.

Grade 8	Science
Standard:3	Application of Science
SC.S.8.3	Students will <ul style="list-style-type: none"> demonstrate the ability to use inquiry process to explore systems, models, and changes. demonstrate an understanding of the interdependence between science and technology. demonstrate an understanding of the utilization of technology to gather data and communicate designs, results and conclusions. demonstrate an understanding of personal and societal benefits of science, and an understanding of public policy decisions as related to health, population, resource and environmental issues.

Performance Descriptors SC.PD.8.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eighth grade students at the distinguished level the application of science:</p> <p>research a current real world issue then design an original solution to the problem, and</p> <p>research job opportunities in science related fields and justify the required qualifications.</p>	<p>Eighth grade students at the above mastery level the application of science:</p> <p>research current real world issues then debate possible solutions, and</p> <p>interview persons in science related fields and investigate academic qualifications needed for these jobs.</p>	<p>Eighth grade students at the mastery level the application of science:</p> <p>research a current real world issue and create in a multimedia presentation in order to defend a solution to the problem, and</p> <p>explore job opportunities and qualifications needed in science related fields.</p>	<p>Eighth grade students at the partial mastery level the application of science:</p> <p>research current real world issues and their possible solutions, and</p> <p>describe job opportunities in science related fields and identify the required qualifications.</p>	<p>Eighth grade students at the novice level the application of science:</p> <p>list solutions to current real world issues and identify ways the solutions can be implemented, and</p> <p>match the qualifications needed for job opportunities in science related fields.</p>
Objectives	Students will			
SC.O.8.3.01	synthesize concepts across various science disciplines to better understand the natural world (e.g., form and function, systems, or change over time).			
SC.O.8.3.02	investigate, compare and design scientific and technological solutions to personal and societal problems.			
SC.O.8.3.03	communicate experimental designs, results and conclusions using advanced technology tools.			
SC.O.8.3.04	collaborate to present research on current environmental and technological issues to predict possible solutions.			
SC.O.8.3.05	explore occupational opportunities in science, engineering and technology and evaluate the required academic preparation.			
SC.O.8.3.06	given a current science-technology-societal issue, construct and defend potential solutions.			

FISCAL NOTE FOR PROPOSED RULES

Rule Title: W. Va. 126CSSR44C, Policy 2520.3 Science K-8 Content Standards and Objectives for West Virginia Schools

Type of Rule: Legislative Interpretive Procedural

Agency: West Virginia Department of Education

Address: Capitol Building 6, Room 608
 1900 Kanawha Boulevard, East
 Charleston, WV 25305

Phone Number: 304.558.5325 Email: cljwilli@access.k12.wv.us

Fiscal Note Summary

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

Fiscal Note Detail

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

FISCAL YEAR			
Effect of Proposal	Current Increase/Decrease (use "-")	Next Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs & Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0	0	0

Rule Title: W. Va. 126CSSR44C, Policy 2520.3 Science K-8 Content Standards and Objectives for West Virginia Schools

Rule Title: W. Va. 126CSSR44C, Policy 2520.3 Science K-8 Content Standards and Objectives for West Virginia Schools

3. **Explanation of above estimates (including long-range effect);**
Please include any increase or decrease in fees in your estimated total revenues.

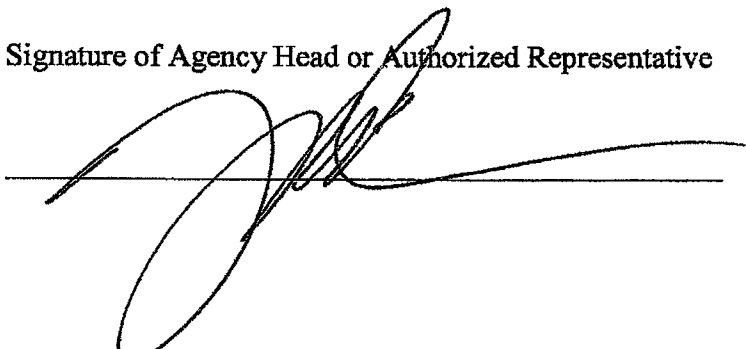
MEMORANDUM

Please identify any areas of vagueness, technical defects, reasons the proposed rule **would not** have a fiscal impact, and/or any special issues **not** captured elsewhere on this form.

No costs or revenues will be impacted by the proposed amendment of W. Va. 126CSR44C, Policy 2520.3 Science K-8 Content Standards and Objectives.

Signature of Agency Head or Authorized Representative

Date



A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, is written over a horizontal line.

5-20-05

Policy 2520.3: 21st Century Science K-8 Content Standards and Objectives for West Virginia Schools
Comment Log

June 13, 2009 to July 13, 2009

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted 0 Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
7-8	Name: Lenora Richardson Organization: Cabell county Schools Email: lrichard@access.k12.wv.us Title: Curriculum Supervisor Address1: 2850 5th Avenue Address2: City/State/Zip: Huntington, WV 25701 Role: School System Staff	Grade 1, Science, Performance Descriptors SC.PD 1.2 Novice Category "move an object" Come on talk about low expectations! Babies can move objects. Suggestion: Understand that to move an object requires an applied forceS	N 0	Comment is not related to the changes current changes in the policy.
7-11	Name: Susan Gracie Organization: oak Glen Middle School Email: sgracie@access.k12.wv.us Title: 5th grade teacher	5th grade science - General comment - the material that is in the descriptors and what was tested on the Acuity was not matched to the curriculum that was taught. Ex. If you are testing the whole book on the first Acuity test - ex. cell structure, physics, motion, etc. - it was not even taught at that grade level	N 0	Comment is not related to the changes current changes in the policy.

Address1: 339 Florence Rd.
Address2:
City/State/Zip: New Cumberland, WV 26047
Role: Teacher

yet. It just frustrates the students who want to do well. Also the word usage in the Acuity tests at 5th grade show a 12th grade level for them to understand. The program needs revised and we are doing way too much testing and not allowing time to teach and let the students learn the material. If the state is going to send the Acuity Tests to the county, the state should tell us what the students are to be tested on each nine weeks to prioritize. We had made prioritized objective lists but we are not all on the same priority list. Please tell us what you expect for each test. Ex. First - plants and soil structure
Second - Processes that change Earth and Solar System - just a suggestion to coordinate your department thinking. It turns into a guessing game otherwise for untaught or reviewed objectives. I guess my comment addresses the use of the Acuity test with your descriptors.

Robin Anglin

From: Nobody [nobody@wvde.state.wv.us]
Sent: Saturday, July 11, 2009 8:34 PM
To: fibanez@wvde.state.wv.us; lmaynus@access.k12.wv.us
Subject: Comment Received for Policy 2520.3 (2009-07-11 20:34:17)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=40b401b58b5a613b9cf20f8f7589bbb0>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.3

#####

Name: Susan Gracie
Organization: oak Glen Middle School
Email: sgracie@access.k12.wv.us
Title: 5th grade teacher
Address1: 339 Florence Rd.
Address2:
City/State/Zip: New Cumberland, WV 26047
Role: Teacher
Posted: 2009-07-11 20:34:17
Posted from IP: 72.84.45.167

Comments for section 126-44C Performance Descriptors Please identify the performance descriptor prior to your comment <P> EXAMPLE: Grade 2, Science, Performance Descriptors SC PD 2 1 - Add your comment

5th grade science - General comment - the material that is in the descriptors and what was tested on the Acuity was not matched to the curriculum that was taught. Ex. If you are testing the whole book on the first Acuity test - ex. cell structure, physics, motion, etc. - It was not even taught at that grade level yet. It just frustrates the students who want to do well. Also the word usage in the Acuity tests at 5th grade show a 12th grade level for them to understand. The program needs revised and we are doing way too much testing and not allowing time to teach and let the students learn the material. If the state is going to send the Acuity Tests to the county, the state should tell us what the students are to be tested on each nine weeks to prioritize. We had made prioritized objective lists but we are not all on the same priority list. Please tell us what you expect for each test. Ex. First - plants and sell structure Second - Processes that change Earth and Solar S!
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Robin Anglin

Subject: FW: Comment Received for Policy 2520.3 (2009-07-08 13:57:08)

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Wednesday, July 08, 2009 1:57 PM
To: fibanez@wvde.state.wv.us; lmaynus@access.k12.wv.us
Subject: Comment Received for Policy 2520.3 (2009-07-08 13:57:08)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=40b401b58b5a613b9cf20f8f7589bbb0>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.3

#####

Name: Lenora Richardson
Organization: Cabell county Schools
Email: lrichard@access.k12.wv.us
Title: Curriculum Supervisor
Address1: 2850 5th Avenue
Address2:
City/State/Zip: Huntington, WV 25701
Role: School System Staff
Posted: 2009-07-08 13:57:08
Posted from IP: 168.216.38.122

Comments for section 126-44C Performance Descriptors Please identify the performance descriptor prior to your comment <P> EXAMPLE: Grade 2, Science, Performance Descriptors SC PD 2 1 - Add your comment

Grade 1, Science, Performance
Descriptors SC.PD 1.2
Novice Category

"move an object"

Come on talk about low expectations! Babies can move objects.

Suggestion:

Understand that to move an object requires an applied force