

# JASON XIV: FROM SHORE TO SEA



## Standards Correlations

JASON XIV Resource:

All JASON Resources

State:

California

Standard:

California Academic Content Standards

Grade:

All

Search

### California Academic Content Standards

Grade	Standard	Objective	Section
4	History/Social Science <ul style="list-style-type: none"> <li>Grade 4</li> <li>California: A Changing State</li> <li>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</li> </ul>	3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.	-Story 6: Channeling Our Efforts: A Balancing Act, Research Article 
4	History/Social Science <ul style="list-style-type: none"> <li>Grade 4</li> <li>California: A Changing State</li> <li>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</li> </ul>	5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	-Story 6: Channeling Our Efforts: A Balancing Act, Research Article 
4	History/Social Science <ul style="list-style-type: none"> <li>Grade 4</li> <li>California: A Changing State</li> <li>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</li> </ul>	4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.	-Story 2: Video Segment 3: Tides of Change 
4	History/Social Science	4. Describe the mapping of, geographic basis of, and	-Story 2: Channel Islands Culture: Past

	<ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</li> </ul>	<p>economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p>	<p>and Present, Research Article&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</li> </ul>	<p>2. Identify the early land &amp; sea routes to, &amp; European settlements in CA with a focus on the exploration of the N. Pacific (e.g., by Captain James Cook, Vitus Bering), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p>	<p>-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</li> </ul>	<p>6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Research Article&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</li> </ul>	<p>7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Research Article&lt;br&gt;</p>

4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• California: A Changing State</li> <li>• 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</li> </ul>	<p>3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, and Gaspar de Portola).</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Research Article&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• California: A Changing State</li> <li>• 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</li> </ul>	<p>5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Research Article&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• California: A Changing State</li> <li>• 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</li> </ul>	<p>8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.</p>	<p>-Story 6: Channeling Our Efforts: A Balancing Act, Research Article&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• California: A Changing State</li> <li>• 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</li> </ul>	<p>1. Discuss the major nations of CA Indians, including geographic distribution, economic activities, legends, &amp; religious beliefs; describe how they depended on, adapted to, &amp; modified the physical environment by cultivation of land &amp; use of sea resources.</p>	<p>-Story 2: Video Segment 3: Tides of Change&lt;br&gt;</p>

Mexican rancho periods.

4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</li> </ul>	5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	-Story 2: Channel Islands Culture: Past and Present, Research Article 
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</li> </ul>	1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.	-Story 6: Channeling Our Efforts: A Balancing Act, Research Article 
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</li> </ul>	2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).	-Story 6: Channeling Our Efforts: A Balancing Act, Research Article 
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.3 Students explain the economic, social, and</li> </ul>	4. Study the lives of women who helped build early California (e.g., Biddy Mason).	-Story 2: Channel Islands Culture: Past and Present, Research Article 

political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

4	History/Social Science <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• California: A Changing State</li> <li>• 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</li> </ul>	7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	-Story 6: Channeling Our Efforts: A Balancing Act, Research Article 
4	History/Social Science <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• California: A Changing State</li> <li>• 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</li> </ul>	9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	-Story 2: Channel Islands Culture: Past and Present, Research Article 
4	History/Social Science <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• California: A Changing State</li> <li>• 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</li> </ul>	8. Describe the history and development of California's public education system, including universities and community colleges.	-Story 2: Channel Islands Culture: Past and Present, Research Article 
4	History/Social Science	6. Describe the development	-Story 2: Channel

	<ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</li> </ul>	<p>and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p>	<p>Islands Culture: Past and Present, Research Article&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</li> </ul>	<p>4. Describe rapid American immigration, internal immigration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p>	<p>-Story 6: Channeling Our Efforts: A Balancing Act, Research Article&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</li> </ul>	<p>3. Discuss immigration &amp; migration to CA between 1850 &amp; 1900, including the diverse composition of those who came; the countries of origin &amp; their relative locations; &amp; conflicts &amp; accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p>	<p>-Story 1: Video Segment 1: Location, Location, Location: Geologic History&lt;br&gt;</p>
4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</li> </ul>	<p>5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Research Article&lt;br&gt;</p>

4	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● California: A Changing State</li> <li>● 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</li> </ul>	<p>2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Research Article&lt;br&gt;</p>
5	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● United States History and Geography: Making a New Nation</li> <li>● 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers &amp; pueblo people of the desert SW, the American Indians of the Pacific NW, the nomadic nations of the Great Plains, &amp; wood-land peoples east of the Mississippi River.</li> </ul>	<p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p>	<p>-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents&lt;br&gt;</p>
5	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● United States History and Geography: Making a New Nation</li> <li>● 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers &amp; pueblo people of the desert SW, the American Indians of the Pacific NW, the nomadic nations of the Great Plains, &amp; wood-land peoples east of the Mississippi River.</li> </ul>	<p>2. Describe their varied customs and folklore traditions.</p>	<p>-Story 2: Video Segment 3: Tides of Change&lt;br&gt;</p>
5	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● United States History and Geography: Making a New Nation</li> </ul>	<p>3. Explain their varied economies and systems of government.</p>	<p>-Story 2: Video Segment 3: Tides of Change&lt;br&gt;</p>

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5 History/Social Science

- Grade 5
- United States History and Geography: Making a New Nation
- 5.3 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers.

5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

-Story 2: Video  
Segment 3: Tides of Change<br>

5 History/Social Science

- Grade 5
- United States History and Geography: Making a New Nation
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

-Story 2: Channel Islands Culture: Past and Present, Research Article<br>

6 History/Social Science

- Grade 6
- World History and Geography: Ancient Civilizations
- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the

3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

-Story 2: Video  
Segment 3: Tides of Change<br>

Paleolithic era to the agricultural revolution.

6	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● World History and Geography: Ancient Civilizations</li> <li>● 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</li> </ul>	<p>1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p>	<p>-Story 1: Video Segment 1: Location, Location, Location: Geologic History&lt;br&gt;</p>
7	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● World History and Geography: Medieval and Early Modern Times</li> <li>● 7. 2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.</li> </ul>	<p>1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p>	<p>-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents&lt;br&gt;</p>
7	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● World History and Geography: Medieval and Early Modern Times</li> <li>● 7. 6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</li> </ul>	<p>1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.</p>	<p>-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents&lt;br&gt;</p>
7	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● World History and Geography: Medieval and Early Modern Times</li> <li>● 7. 6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval</li> </ul>	<p>7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</p>	<p>-Story 2: Video Segment 3: Tides of Change&lt;br&gt;</p>

Europe.

7	History/Social Science	<ul style="list-style-type: none"> <li>• Grade 7</li> <li>• World History and Geography: Medieval and Early Modern Times</li> <li>• 7. 7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</li> </ul>	<p>1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p>	<p>-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents&lt;br&gt;</p>
8	History/Social Science	<ul style="list-style-type: none"> <li>• Grade 8</li> <li>• United States History and Geography: Growth and Conflict</li> <li>• 8. 6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</li> </ul>	<p>1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).</p>	<p>-Story 2: Video Segment 3: Tides of Change&lt;br&gt;</p>
8	History/Social Science	<ul style="list-style-type: none"> <li>• Grade 8</li> <li>• United States History and Geography: Growth and Conflict</li> <li>• 8. 8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</li> </ul>	<p>5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Research Article&lt;br&gt;</p>
8	History/Social Science	<ul style="list-style-type: none"> <li>• Grade 8</li> <li>• United States History and Geography: Growth and Conflict</li> <li>• 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</li> </ul>	<p>2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p>	<p>-Story 1: Video Segment 1: Expedition Field Notes: Geologic History&lt;br&gt;</p>

8	<p>History/Social Science</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• United States History and Geography: Growth and Conflict</li> <li>• 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</li> </ul>	<p>1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</p>	<p>-Story 4: Video Segment 3: Expedition Field Notes: Kelp Forests&lt;br&gt;</p>
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 1. Reading</li> <li>• 2.0 Reading Comprehension</li> <li>• A. Structural Features of Informational Materials</li> </ul>	<p>2.1 Identify structural patterns found in informational text (e.g., compare and ontrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p>	<p>-Story 5: Monitoring and Management, Student Self Assessment: If I Were a Pinniped&lt;br&gt;</p>
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 1. Reading</li> <li>• 2.0 Reading Comprehension</li> <li>• B. Comprehension and Analysis of Grade-Level-Appropriate Text</li> </ul>	<p>2.6 Distinguish between cause and effect and between fact and opinion in expository text.</p>	<p>-Story 6: Channeling Our Efforts: A Balancing Act, Research Article&lt;br&gt;</p>
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 1. Reading</li> <li>• 3.0 Literary Response and Analysis</li> <li>• B. Narrative Analysis of Grade-Level-Appropriate Text</li> </ul>	<p>3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).</p>	<p>-Story 5: Monitoring and Management, Student Self Assessment: If I Were a Pinniped&lt;br&gt;</p>
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 2. Writing</li> <li>• 1.0 Writing Strategies</li> <li>• A. Organization and Focus</li> </ul>	<p>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p>-Story 5: Digital Lab: A Year in the life of a Northern Elephant Seal&lt;br&gt;</p>
4	<p>Language Arts</p>	<p>1.6 Locate information in reference texts by using</p>	<p>-Story 4: Monitoring and Management,</p>

	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 2. Writing</li> <li>• 1.0 Writing Strategies</li> <li>• C. Research and Technology</li> </ul>	organizational features (e.g., prefaces, appendixes).	Exercise 4.3: Diving for Data 
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 2. Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.2 Write responses to literature:</li> </ul>	a. Demonstrate an understanding of a literary work.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 2. Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.3. Write information reports:</li> </ul>	a. Frame a central question about an issue or situation.	-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw 
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 2. Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.3. Write information reports:</li> </ul>	c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data 
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• B. Organization and Delivery of Oral Communication</li> </ul>	1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• B. Organization and</li> </ul>	1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  

Delivery of Oral Communication

4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● 4. Listening and Speaking</li> <li>● 1.0 Listening and Speaking Strategies</li> <li>● B. Organization and Delivery of Oral Communication</li> </ul>	1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Make informational presentations:</li> </ul>	c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Make informational presentations:</li> </ul>	b. Include facts and details that help listeners to focus.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
4	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 4</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Make informational presentations:</li> </ul>	a. Frame a key question.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● 1. Reading</li> <li>● 2.0 Reading Comprehension (Focus on Informational Materials)</li> <li>● A. Structural Features of Informational Materials</li> </ul>	2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	-Story 3: Land, Water, and Sea, Exercise 3.3: Investigating Coastal Ecosystems 

5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● 1. Reading</li> <li>● 2.0 Reading Comprehension (Focus on Informational Materials)</li> <li>● B. Comprehension and Analysis of Grade-Level-Appropriate Text</li> </ul>	<p>2.4 Draw inferences, conclusions or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p>-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study&lt;br&gt;</p>
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● 1. Reading</li> <li>● 2.0 Reading Comprehension (Focus on Informational Materials)</li> <li>● C. Expository Critique</li> </ul>	<p>2.5 Distinguish facts, supported inferences, and opinions in text.</p>	<p>-Story 6: Channeling Our Efforts: A Balancing Act, Research Article&lt;br&gt;</p>
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● 2. Writing</li> <li>● 1.0 Writing Strategies</li> <li>● A. Organization and Focus</li> <li>● 1.2 Create multiple-paragraph expository compositions:</li> </ul>	<p>b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● 2. Writing</li> <li>● 1.0 Writing Strategies</li> <li>● A. Organization and Focus</li> <li>● 1.2 Create multiple-paragraph expository compositions:</li> </ul>	<p>a. Establish a topic, important ideas, or events in sequence or chronological order.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 5</li> <li>● 2. Writing</li> <li>● 1.0 Writing Strategies</li> <li>● A. Organization and Focus</li> <li>● 1.2 Create multiple-paragraph expository compositions:</li> </ul>	<p>c. Offer a concluding paragraph that summarizes important ideas and details.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 5</li> </ul>	<p>1.3 Use organizational features of printed text (e.g., citations, end notes,</p>	<p>-Story 4: Monitoring and Management, Exercise 4.3: Diving</p>

	<ul style="list-style-type: none"> <li>• 2. Writing</li> <li>• 1.0 Writing Strategies</li> <li>• B. Research and Technology</li> </ul>	bibliographic references) to locate relevant information.	for Data 
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 2. Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.2 Write responses to literature:</li> </ul>	Demonstrate an understanding of a literary work.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 2. Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.2 Write responses to literature:</li> </ul>	c. Develop interpretations that exhibit careful reading and understanding.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• A. Comprehension</li> </ul>	1.3 Make inferences or draw conclusions based on an oral report.	-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study 
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• B. Organization and Delivery of Oral Communication</li> </ul>	1.4 Select a focus, organizational structure, and point of view for oral presentation.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• C. Analysis and Evaluation of Oral and Media Communications</li> </ul>	1.7 Identify, analyze, and critique the persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.	-Story 1: Where Are We Going and Why?, Exercise 1.1: The Mystery of the Pygmy Mammoth 

5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.1 Deliver narrative presentations:</li> </ul>	<p>b. Show, rather than tell, the listener what happens.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.1 Deliver narrative presentations:</li> </ul>	<p>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
5	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</li> </ul>	<p>a. Frame questions to direct the investigation.</p>	<p>-Story 6: A Balancing Act, Exercise 6.3: Design Your Own Sanctuary&lt;br&gt;</p>
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 1. Reading</li> <li>• 2.0 Reading Comprehension (Focus on Informational Materials)</li> <li>• A. Structural Features of Informational Materials</li> </ul>	<p>2.2 Analyze text that uses compare-and-contrast organizational pattern.</p>	<p>-Story 5: Monitoring and Management, Student Self Assessment: If I Were a Pinniped&lt;br&gt;</p>
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 1. Reading</li> <li>• 2.0 Reading Comprehension (Focus on Informational Materials)</li> <li>• B. Comprehension and Analysis of Grade-Level-Appropriate Text</li> </ul>	<p>2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p>	<p>-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island&lt;br&gt;</p>

6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 1. Reading</li> <li>• 2.0 Reading Comprehension (Focus on Informational Materials)</li> <li>• C. Expository Critique</li> </ul>	<p>2.7 Make reasonable assertions about text through accurate, supporting citations.</p>	<p>-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study&lt;br&gt;</p>
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 2. Writing</li> <li>• 1.0 Writing Strategies</li> <li>• A. Organization and Focus</li> </ul>	<p>1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p>	<p>-Story 5: Digital Lab: A Year in the life of a Northern Elephant Seal&lt;br&gt;</p>
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 2. Writing</li> <li>• 1.0 Writing Strategies</li> <li>• A. Organization and Focus</li> <li>• 1.2 Create multiple-paragraph expository compositions:</li> </ul>	<p>c. Conclude with a detailed summary linked to the purpose of the composition.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 2. Writing</li> <li>• 1.0 Writing Strategies</li> <li>• A. Organization and Focus</li> <li>• 1.2 Create multiple-paragraph expository compositions:</li> </ul>	<p>a. Engage the interest of the reader and state a clear purpose.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 2. Writing</li> <li>• 1.0 Writing Strategies</li> <li>• A. Organization and Focus</li> <li>• 1.2 Create multiple-paragraph expository compositions:</li> </ul>	<p>b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 2. Writing</li> <li>• 1.0 Writing Strategies</li> </ul>	<p>1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate</p>	<p>-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island&lt;br&gt;</p>

	<ul style="list-style-type: none"> <li>● B. Research and Technology</li> </ul>	information.	
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution)</li> </ul>	c. Follow an organizational pattern appropriate to the type of composition.	-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw 
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution)</li> </ul>	b. Explain the situation.	-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw 
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution)</li> </ul>	d. Offer persuasive evidence to validate arguments and conclusions as needed.	-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw 
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution)</li> </ul>	a. State the thesis or purpose.	-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw 

	problem and solution)		
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.3 Write research reports:</li> </ul>	b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).	-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data 
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.4 Write responses to literature:</li> </ul>	a. Develop an interpretation exhibiting careful reading, understanding, and insight.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.1 Deliver narrative presentations:</li> </ul>	c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.1 Deliver narrative presentations:</li> </ul>	b. Include sensory details and concrete language to develop the plot and character.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 6</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.1 Deliver narrative presentations:</li> </ul>	a. Establish a context, plot, and point of view.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
6	<p>Language Arts</p>	b. Organize the selected interpretation around several	-Story 6: Digital Lab: Marine Reserves:

	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.3 Deliver oral responses to literature:</li> </ul>	clear ideas, premises, or images.	Where Do You Fit In?  
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.3 Deliver oral responses to literature:</li> </ul>	c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.3 Deliver oral responses to literature:</li> </ul>	a. Develop an interpretation exhibiting careful reading, understanding, and insight.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.5 Deliver presentations on problems and solutions:</li> </ul>	b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
6	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.5 Deliver presentations on problems and solutions:</li> </ul>	a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 1. Reading</li> <li>• 1.0. Word Analysis,</li> </ul>	1.3 Clarify word meaning through the use of definition, example, restatement, or contrast.	-Story 5: Monitoring and Management, Student Self Assessment: If I Were a Pinniped 

- Fluency, and Systematic Vocabulary Development
- A. Vocabulary and Concept Development

7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 2. Writing</li> <li>● 1.0. Writing Strategies</li> <li>● A. Organization and Focus</li> </ul>	1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.	-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island 
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 2. Writing</li> <li>● 1.0. Writing Strategies</li> <li>● B. Research and Technology</li> </ul>	1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study 
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write responses to literature:</li> </ul>	a. Develop interpretations exhibiting careful reading, understanding, and insight.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.3 Write research reports:</li> </ul>	a. Pose relevant and tightly drawn questions about the topic.	-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study 
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.3 Write research reports:</li> </ul>	b. Convey clear and accurate perspectives on the subject.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications</li> </ul>	c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , a	-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data 

	(Genres and Their Characteristics) ● 2.3 Write research reports:	computer catalog, magazines, newspapers, dictionaries).	
7	Language Arts  ● Grade 7 ● 4. Listening and Speaking ● 1.0. Listening and Speaking Strategies ● B. Organization and Delivery of Oral Communication	1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
7	Language Arts  ● Grade 7 ● 4. Listening and Speaking ● 1.0. Listening and Speaking Strategies ● B. Organization and Delivery of Oral Communication	1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
7	Language Arts  ● Grade 7 ● 4. Listening and Speaking ● 2.0 Speaking Applications (Genres and Their Characteristics) ● 2.1 Deliver narrative presentations:	a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
7	Language Arts  ● Grade 7 ● 4. Listening and Speaking ● 2.0 Speaking Applications (Genres and Their Characteristics) ● 2.1 Deliver narrative presentations:	(Grade 6) 2.1.b. Include sensory details and concrete language to develop the plot and character.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
7	Language Arts  ● Grade 7 ● 4. Listening and Speaking ● 2.0 Speaking Applications (Genres and Their Characteristics) ● 2.1 Deliver narrative presentations:	b. Describe complex major and minor characters and a definite setting.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  

7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.1 Deliver narrative presentations:</li> </ul>	<p>c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.1 Deliver narrative presentations:</li> </ul>	<p>(Grade 6) 2.1.a. Establish a context, plot, and point of view.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Deliver oral summaries of articles and books:</li> </ul>	<p>c. Convey a comprehensive understanding of sources, not just superficial details.</p>	<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.3 Deliver research presentations:</li> </ul>	<p>b. Convey clear and accurate perspectives on the subject.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.3 Deliver research presentations:</li> </ul>	<p>a. Pose relevant and concise questions about the topic.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> </ul>	<p>c. Include evidence generated through the formal research process (e.g., use of a card</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?</p>

	<ul style="list-style-type: none"> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.3 Deliver research presentations:</li> </ul>	<p>catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries).</p>	 
7	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.3 Deliver research presentations:</li> </ul>	<p>d. Cite reference sources appropriately.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 1. Reading</li> <li>● 2.0 Reading Comprehension (Focus on Informational Materials)</li> <li>● B. Comprehension and Analysis of Grade-Level-Appropriate Text</li> </ul>	<p>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p>	<p>-Story 5: Monitoring and Management, Student Self Assessment: If I Were a Pinniped&lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 2.Writing</li> <li>● 1.0 Writing Strategies</li> <li>● A. Organization and Focus</li> </ul>	<p>1.3 Support thesis or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.</p>	<p>-Story 5: Digital Lab: A Year in the life of a Northern Elephant Seal&lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 2.Writing</li> <li>● 1.0 Writing Strategies</li> <li>● B. Research and Technology</li> </ul>	<p>1.4 Plan and conduct multiple-step information searches using computer networks and modems.</p>	<p>-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island&lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 2.Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.1 Write biographies, autobiographies, short stories, or narratives</li> </ul>	<p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>

8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 2.Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.1 Write biographies, autobiographies, short stories, or narratives</li> </ul>	<p>b. Reveal the significance of, or the writer's attitude about, the subject.</p>	<p>-Story 6: A Balancing Act, Exercise 6.3: Design Your Own Sanctuary&lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 2.Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.2 Write responses to literature:</li> </ul>	<p>b. Connect the student's own responses to the writer's techniques and to specific textual references.</p>	<p>-Story 5: Digital Lab: A Year in the life of a Northern Elephant Seal&lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 2.Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.3 Write research reports:</li> </ul>	<p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 2.Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.3 Write research reports:</li> </ul>	<p>d. Organize and display information on charts, maps, and graphs.</p>	<p>-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island&lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 2.Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.3 Write research reports:</li> </ul>	<p>a. Define a thesis.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 2.Writing</li> <li>• 2.0 Writing Applications</li> </ul>	<p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p>	<p>-Story 6: Channeling Our Efforts: A Balancing Act, Research Article&lt;br&gt;</p>

	(Genres and Their Characteristics)		
	<ul style="list-style-type: none"> <li>• 2.4 Write persuasive compositions:</li> </ul>		
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 2. Writing</li> <li>• 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>• 2.6 Write technical documents:</li> </ul>	c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.	-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw 
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 3. Written and Oral English Language Conventions</li> <li>• 1.0 Written and Oral English Language Conventions</li> <li>• A. Sentence Structure</li> </ul>	1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• B. Organization and Delivery of Oral Communication</li> </ul>	1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and active rather than passive voice in ways that enliven oral presentations.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• B. Organization and Delivery of Oral Communication</li> </ul>	1.3 Organize information to achieve particular purposes, matching message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.1 Deliver narrative</li> </ul>	c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  

presentations (e.g.,  
biographical,  
autobiographical):

8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Deliver oral responses to literature:</li> </ul>	c. Draw supported inferences about the effects of a literary work on its audience.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Deliver oral responses to literature:</li> </ul>	d. Support judgments through references to the text, other works, other authors, or personal knowledge.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Deliver oral responses to literature:</li> </ul>	a. Interpret a reading and provide insight.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Deliver oral responses to literature:</li> </ul>	b. Connect the students' own responses to the writer's techniques and to specific textual references.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>● Grade 8</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.3 Deliver research presentations:</li> </ul>	c. Use a variety of primary and secondary sources and distinguish the nature and value of each.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  

8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.3 Deliver research presentations:</li> </ul>	a. Define a thesis.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.3 Deliver research presentations:</li> </ul>	b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.3 Deliver research presentations:</li> </ul>	d. Organize and record information on charts, maps, and graphs.	-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In?  
8	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.4 Deliver persuasive presentations:</li> </ul>	b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.	-Story 6: Channeling Our Efforts: A Balancing Act, Research Article 
9 - 10	<p>Language Arts</p> <ul style="list-style-type: none"> <li>• Grades 09-10</li> <li>• 1. Reading</li> <li>• 2.0 Reading Comprehension (Focus on Informational Materials)</li> <li>• B. Comprehension and Analysis of Grade-Level-Appropriate Text</li> </ul>	2.3 Generate relevant questions about readings that can be researched.	-Story 6: A Balancing Act, Exercise 6.3: Design Your Own Sanctuary 
9 - 10	<p>Language Arts</p>	1.5 Synthesize information from multiple sources and	-Story 4: Monitoring and Management,

<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 1.0 Writing Strategies</li> <li>● B. Research and Technology</li> </ul>	<p>identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g. almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	<p>Exercise 4.3: Diving for Data&lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<p>1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p>	<p>-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study&lt;br&gt;</p>
<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 1.0 Writing Strategies</li> <li>● B. Research and Technology</li> </ul>	<p>b. Locate scenes and incidents in specific places.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.1. Write biographical or autobiographical narratives or short stories:</li> </ul>	<p>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.</p>
<p>9 - 10 Language Arts</p>	<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.1. Write biographical or autobiographical narratives or short stories:</li> </ul>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write responses to literature:</li> </ul>	<p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p>
<p>9 - 10 Language Arts</p>	<ul style="list-style-type: none"> <li>● Grades 09-10</li> </ul>	<p>b. Support important ideas and viewpoints through accurate and detailed</p>
		<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>
		<p>-Story 6: Video Segment 5: Expedition Field</p>

<ul style="list-style-type: none"> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write responses to literature:</li> </ul>	<p>references to the text or to other works.</p>	<p>Notes: Island Foxes&lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write responses to literature:</li> </ul>	<p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.2 Write responses to literature:</li> </ul>	<p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p>	<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.3 Write expository compositions, including analytical essays and research reports:</li> </ul>	<p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.3 Write expository compositions, including analytical essays and research reports:</li> </ul>	<p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<p>b. Convey information and ideas from primary and</p>	<p>-Story 1: Where Are We Going and Why?,</p>

<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.3 Write expository compositions, including analytical essays and research reports:</li> </ul>	<p>secondary sources accurately and coherently.</p>	<p>Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.3 Write expository compositions, including analytical essays and research reports:</li> </ul>	<p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p>	<p>-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island&lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<p>f. Use technical terms and notations accurately.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> <li>● 2.3 Write expository compositions, including analytical essays and research reports:</li> </ul>	<p>b. Offer detailed and accurate specifications.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw&lt;br&gt;</p>
<p>9 - 10 Language Arts</p>		
<ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 2. Writing</li> <li>● 2.0 Writing Applications (Genres and Their Characteristics)</li> </ul>		

- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

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- Grades 09-10
- 2. Writing
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw<br>

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- Grades 09-10
- 2. Writing
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

d. Anticipate readers' problems, mistakes, and misunderstandings.

-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw<br>

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- Grades 09-10
- 2. Writing
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.

-Story 1: Where Are We Going and Why?, Exercise 1.2: Plate Tectonics Jigsaw<br>

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1.3 Choose logical patterns of

-Story 6: Digital Lab:

<ul style="list-style-type: none"> <li>• Grades 09-10</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• B. Organization and Delivery of Oral Communication</li> </ul>	<p>organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p>	<p>Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<p>1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<ul style="list-style-type: none"> <li>• Grades 09-10</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• B. Organization and Delivery of Oral Communication</li> </ul>	<p>1.6 Present and advance a clear thesis statement and choose appropriate types of proofs (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<p>1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<ul style="list-style-type: none"> <li>• Grades 09-10</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking Strategies</li> <li>• B. Organization and Delivery of Oral Communication</li> </ul>	<p>1.8 Produce concise notes for extemporaneous delivery.</p>	<p>-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island&lt;br&gt;</p>
<p>9 - 10 Language Arts</p>	<p>1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence,</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.1: The Mystery of the Pygmy Mammoth&lt;br&gt;</p>
<ul style="list-style-type: none"> <li>• Grades 09-10</li> <li>• 4. Listening and Speaking</li> <li>• 1.0 Listening and Speaking</li> </ul>		

<p>Strategies</p> <ul style="list-style-type: none"> <li>● C. Analysis and Evaluation of Oral and Media Communications</li> </ul>	<p>organization of ideas, delivery, diction, and syntax.</p>	
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.1 Deliver narrative presentations:</li> </ul>	<p>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.1 Deliver narrative presentations:</li> </ul>	<p>b. Locate scenes and incidents in specific places.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.2 Deliver expository presentations:</li> </ul>	<p>d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</p>	<p>-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island&lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.3 Apply appropriate interviewing techniques:</li> </ul>	<p>b. Make notes of responses.</p>	<p>-Story 1: Where Are We Going and Why?, Student Self-Assessment: Adopt an Island&lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>● Grades 09-10</li> <li>● 4. Listening and Speaking</li> <li>● 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>● 2.3 Apply appropriate</li> </ul>	<p>a. Prepare and ask relevant questions.</p>	<p>-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study&lt;br&gt;</p>

interviewing techniques:

9 - 10 Language Arts

- Grades 09-10
- 4. Listening and Speaking
- 2.0 Speaking Applications (Genres and Their Characteristics)
- 2.3 Apply appropriate interviewing techniques:

f. Compile and report responses.

-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study<br>

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- Grades 09-10
- 4. Listening and Speaking
- 2.0 Speaking Applications (Genres and Their Characteristics)
- 2.4 Deliver oral responses to literature:

a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).

-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes<br>

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- Grades 09-10
- 4. Listening and Speaking
- 2.0 Speaking Applications (Genres and Their Characteristics)
- 2.4 Deliver oral responses to literature:

c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes<br>

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- Grades 09-10
- 4. Listening and Speaking
- 2.0 Speaking Applications (Genres and Their Characteristics)
- 2.4 Deliver oral responses to literature:

d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes<br>

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- Grades 09-10
- 4. Listening and Speaking
- 2.0 Speaking Applications (Genres and Their Characteristics)
- 2.4 Deliver oral responses to literature:

b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? <br>

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b. Establish clearly the

-Story 6: Digital Lab:

<ul style="list-style-type: none"> <li>• Grades 09-10</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.6 Deliver descriptive presentations:</li> </ul>	<p>speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).</p>	<p>Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>• Grades 09-10</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.6 Deliver descriptive presentations:</li> </ul>	<p>a. Establish clearly the speaker's point of view on the subject of the presentation.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<p>9 - 10 Language Arts</p> <ul style="list-style-type: none"> <li>• Grades 09-10</li> <li>• 4. Listening and Speaking</li> <li>• 2.0 Speaking Applications (Genres and Their Characteristics)</li> <li>• 2.6 Deliver descriptive presentations:</li> </ul>	<p>c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
<p>4 Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 01. Number Sense</li> <li>• 1.0 Students understand place value of whole numbers and decimals to two decimal places, how these relate to simple fractions, and use concepts of negative numbers.</li> </ul>	<p>1.2 Order and compare whole numbers and decimals to two decimal places.</p>	<p>-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox&lt;br&gt;</p>
<p>4 Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 01. Number Sense</li> <li>• 1.0 Students understand place value of whole numbers and decimals to two decimal places, how these relate to simple fractions, and use concepts of negative numbers.</li> </ul>	<p>1.6 Write tenths and hundredths in decimal and fraction notation and know the fraction and decimal equivalents for halves and fourths (e.g., <math>1/2 = 0.5</math> or <math>.50</math>; <math>7/4 = 1 \frac{3}{4} = 1.75</math>).</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Exercise 2.2: Dig It!&lt;br&gt;</p>
<p>4 Mathematics</p>	<p>1.7 Write the fraction represented by a drawing of</p>	<p>-Story 2: Channel Islands Culture: Past</p>

	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 01. Number Sense</li> <li>• 1.0 Students understand place value of whole numbers and decimals to two decimal places, how these relate to simple fractions, and use concepts of negative numbers.</li> </ul>	<p>parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.</p>	<p>and Present, Exercise 2.2: Dig It!&lt;br&gt;</p>
4	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 02. Algebra and Functions</li> <li>• 1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.</li> </ul>	<p>1.4 Use and interpret formulas (e.g., area = length x width or <math>A = lw</math>) to answer questions about quantities and their relationships.</p>	<p>-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox&lt;br&gt;</p>
4	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 03. Measurement and Geometry</li> <li>• 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.</li> </ul>	<p>3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that <math>90^\circ</math>, <math>180^\circ</math>, <math>270^\circ</math>, and <math>360^\circ</math> are associated, respectively, with <math>1/4</math>, <math>1/2</math>, <math>3/4</math> and full turns</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Exercise 2.2: Dig It!&lt;br&gt;</p>
4	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.</li> </ul>	<p>1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables and charts.</p>	<p>-Story 1: Video Segment 1: Expedition Field Notes: Geologic History&lt;br&gt;</p>
4	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 2.0 Students make predictions for simple probability situations.</li> </ul>	<p>2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; <math>3/4</math>).</p>	<p>-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox&lt;br&gt;</p>

4	Mathematics	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 05. Mathematical Reasoning</li> <li>• 1.0 Students make decisions about how to approach problems.</li> </ul>	<p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>
4	Mathematics	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 05. Mathematical Reasoning</li> <li>• 2.0 Students use strategies, skills, and concepts in finding solutions.</li> </ul>	<p>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p>	<p>-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data&lt;br&gt;</p>
5	Mathematics	<ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 01. Number Sense</li> <li>• 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.</li> </ul>	<p>1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.</p>	<p>-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox&lt;br&gt;</p>
5	Mathematics	<ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 03. Measurement and Geometry</li> <li>• 1.0 Students understand and compute the volumes and areas of simple objects.</li> </ul>	<p>1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm<sup>3</sup>], cubic meter [m<sup>3</sup>], cubic inches [in<sup>3</sup>], cubic yard [yd<sup>3</sup>]) to compute the volume of rectangular solids.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>
5	Mathematics	<ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 03. Measurement and Geometry</li> <li>• 1.0 Students understand and compute the volumes and areas of simple objects.</li> </ul>	<p>1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>

5	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 03. Measurement and Geometry</li> <li>• 2.0 Students identify, describe, and classify properties of, and the relationships between, plane and solid geometric figures.</li> </ul>	<p>2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Exercise 2.2: Dig It!&lt;br&gt;</p>
5	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.</li> </ul>	<p>1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>
5	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.</li> </ul>	<p>1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.</p>	<p>-Story 4: Monitoring and Management, Exercise 4.2: Eyes on the Ecosystem&lt;br&gt;</p>
5	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 05. Mathematical Reasoning</li> <li>• 1.0 Students make decisions about how to approach problems.</li> </ul>	<p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>
5	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 05. Mathematical Reasoning</li> <li>• 2.0 Students use strategies, skills and concepts in finding solutions.</li> </ul>	<p>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p>	<p>-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data&lt;br&gt;</p>
6	<p>Mathematics</p>	<p>1.3 Use proportions to solve</p>	<p>-Story 5: Monitoring</p>

	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 01. Number Sense</li> <li>• 1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.</li> </ul>	<p>problems. Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.</p>	<p>and Management, Exercise 5.2: Pinniped Diving Dynamics&lt;br&gt;</p>
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 01. Number Sense</li> <li>• 1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.</li> </ul>	<p>1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.</p>	<p>-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox&lt;br&gt;</p>
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 02. Algebra and Functions</li> <li>• 2.0 Students analyze and use tables, graphs and rules to solve problems involving rates and proportions.</li> </ul>	<p>2.3 Solve problems involving rates, average speed, distance, and time.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.2: Pinniped Diving Dynamics&lt;br&gt;</p>
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 02. Algebra and Functions</li> <li>• 3.0 Students investigate geometric patterns and describe them algebraically.</li> </ul>	<p>3.1 Use variables in expressions describing geometric quantities(e.g., <math>P = 2w + 2l</math>, <math>A = 1/2 bh</math>, <math>C = \pi d</math>-- the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).</p>	<p>-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox&lt;br&gt;</p>
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 02. Algebra and Functions</li> <li>• 3.0 Students investigate geometric patterns and describe them algebraically.</li> </ul>	<p>3.2 Express in symbolic form simple relationships arising from geometry.</p>	<p>-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox&lt;br&gt;</p>
6	<p>Mathematics</p>	<p>1.2 Know common estimates</p>	<p>-Story 5: Video</p>

	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 03. Measurement and Geometry</li> <li>• 1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.</li> </ul>	of pi (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.	Segment 4: Surf, Sand, and Survival 
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 1.0 Students compute and analyze statistical measurement for data sets.</li> </ul>	1.1 Compute the range, mean, median, and mode of data sets.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 1.0 Students compute and analyze statistical measurement for data sets.</li> </ul>	1.3 Understand how the inclusion or exclusion of outliers affect measures of central tendency.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 1.0 Students compute and analyze statistical measurement for data sets.</li> </ul>	1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 1.0 Students compute and analyze statistical measurement for data sets.</li> </ul>	1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> </ul>	2.2 Identify different ways of selecting a sample (e.g., convenience sampling, respond to a survey, random	-Story 2: Video Segment 3: Tides of Change 

	<ul style="list-style-type: none"> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.</li> </ul>	<p>sampling) and which method makes a sample more representative for a population.</p>	
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.</li> </ul>	<p>2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.</p>	<p>-Story 1: Video Segment 1: Expedition Field Notes: Geologic History&lt;br&gt;</p>
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.</li> </ul>	<p>2.4 Identify data that represent sampling errors and explain why the sample (and the display) may be biased.</p>	<p>-Story 2: Video Segment 3: Tides of Change&lt;br&gt;</p>
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Statistics, Data Analysis, and Probability</li> <li>• 2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.</li> </ul>	<p>2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.</p>	<p>-Story 2: Video Segment 3: Tides of Change&lt;br&gt;</p>
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 05. Mathematical Reasoning</li> <li>• 1.0 Students make decisions about how to approach problems.</li> </ul>	<p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 05. Mathematical</li> </ul>	<p>2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and</p>	<p>-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data&lt;br&gt;</p>

	Reasoning		arithmetic and algebraic techniques.	
	<ul style="list-style-type: none"> <li>2.0 Students use strategies, skills and concepts in finding solutions.</li> </ul>			
6	<p>Mathematics</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>05. Mathematical Reasoning</li> <li>2.0 Students use strategies, skills and concepts in finding solutions.</li> </ul>		2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>Grade 7</li> <li>01. Number Sense</li> <li>1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.</li> </ul>		1.6 Calculate the percentage of increases and decreases of a quantity.	-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>Grade 7</li> <li>01. Number Sense</li> <li>1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.</li> </ul>		1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	-Story 2: Channel Islands Culture: Past and Present, Exercise 2.2: Dig It! 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>Grade 7</li> <li>01. Number Sense</li> <li>1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.</li> </ul>		1.3 Convert fractions to decimals and percents and use these representations in estimation, computation, and applications.	-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>Grade 7</li> <li>01. Number Sense</li> <li>1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.</li> </ul>		1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.	-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox 

forms.

7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 02. Algebra and Functions</li> <li>• 4.0 Students solve simple linear equations and inequalities over the rational numbers.</li> </ul>	4.2 Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.	-Story 5: Monitoring and Management, Exercise 5.2: Pinniped Diving Dynamics 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 03. Measurement and Geometry</li> <li>• 1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.</li> </ul>	1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).	-Story 5: Monitoring and Management, Exercise 5.2: Pinniped Diving Dynamics 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 03. Measurement and Geometry</li> <li>• 1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.</li> </ul>	1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.	-Story 5: Monitoring and Management, Exercise 5.2: Pinniped Diving Dynamics 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 03. Measurement and Geometry</li> <li>• 1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.</li> </ul>	1.2 Construct and read drawings and models made to scale.	-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 03. Measurement and Geometry</li> <li>• 2.0 Students compute the perimeter, area and</li> </ul>	2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.	-Story 6: A Balancing Act, Exercise 6.2: Marine Reserves - Where Do you Fit In?  

volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.

7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 03. Measurement and Geometry</li> <li>• 2.0 Students compute the perimeter, area and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.</li> </ul>	2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 04. Statistic, Data Analysis, and Probability</li> <li>• 1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.</li> </ul>	1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.	-Story 6: Channeling Our Efforts: A Balancing Act, Research Article 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 05. Mathematical Reasoning</li> <li>• 1.0 Students make decisions about how to approach problems.</li> </ul>	1.1 Analyze problems by identifying relationships, discriminating relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
7	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 05. Mathematical</li> </ul>	2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models,	-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data 

	Reasoning <ul style="list-style-type: none"> <li>2.0 Students use strategies, skills, and concepts in finding solutions.</li> </ul>	to explain mathematical reasoning.	
8 - 12 Mathematics	<ul style="list-style-type: none"> <li>Grade 8 - 12</li> <li>01. Algebra I</li> </ul>	15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	-Story 5: Monitoring and Management, Exercise 5.2: Pinniped Diving Dynamics 
8 - 12 Mathematics	<ul style="list-style-type: none"> <li>Grade 8 - 12</li> <li>03. Algebra II</li> </ul>	19.0 Students use combinations and permutations to compute probabilities.	-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox 
8 - 12 Mathematics	<ul style="list-style-type: none"> <li>Grade 8 - 12</li> <li>04. Probability and Statistics</li> </ul>	8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.	-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox 
8 - 12 Mathematics	<ul style="list-style-type: none"> <li>Grade 8 - 12</li> <li>04. Probability and Statistics</li> </ul>	3.0 Students demonstrate an understanding of the notion of discrete random variables by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.	-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox 
8 - 12 Mathematics	<ul style="list-style-type: none"> <li>Grade 8 - 12</li> <li>04. Probability and Statistics</li> </ul>	6.0 Students know the definitions of the mean, median, and mode of a distribution of data and can compute each in particular situations.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
8 - 12 Mathematics	<ul style="list-style-type: none"> <li>Grade 8 - 12</li> <li>08. Probability and Statistics - Advanced Placement</li> </ul>	10.0 Students know the definitions of the mean, median, and mode of distribution of data and can compute each of them in particular situations.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
8 - 12 Mathematics	<ul style="list-style-type: none"> <li>Grade 8 - 12</li> <li>08. Probability and Statistics - Advanced</li> </ul>	14.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line graphs and bar	-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox 

	Placement	graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.	
8 - 12	<p>Mathematics</p> <ul style="list-style-type: none"> <li>Grade 8 - 12</li> <li>08. Probability and Statistics - Advanced Placement</li> </ul>	05.0 Students know the definition of the mean of a discrete random variable and can determine the mean for a particular discrete random variable.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
4	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 4</li> <li>01. Physical Sciences</li> <li>1. Electricity and magnetism are related effects that have many useful applications in everyday life.</li> </ul>	1.b. How to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.	-Story 1: Video Segment 1: Expedition Field Notes: Geologic History 
4	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 4</li> </ul>	2.a. Plants are the primary source of matter and energy entering most food chains.	-Story 6: Video Segment 5: Expedition Field

4	Science	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 02. Life Sciences</li> <li>• 3. Living organisms depend on one another and on their environment for survival.</li> </ul>	<p>3.c. Many plants depend on animals for pollination and seed dispersal, while animals depend on plants for food and shelter.</p>	<p>-Story 4: Monitoring and Management, Research Article: Kelp Ecosystems Monitoring: The Aquatic Forest&lt;br&gt;</p>
4	Science	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 03. Earth Sciences</li> <li>• 5. Waves, wind, water, and ice shape and reshape the Earth's land surface.</li> </ul>	<p>5.a. Some changes in the Earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p>	<p>-Story 3: Video Segment 2: Current Events&lt;br&gt;</p>
4	Science	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 03. Earth Sciences</li> <li>• 5. Waves, wind, water, and ice shape and reshape the Earth's land surface.</li> </ul>	<p>5.c. Moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).</p>	<p>-Story 3: Video Segment 2: Current Events&lt;br&gt;</p>
4	Science	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students will develop questions &amp; perform investigations.</li> </ul>	<p>6.e. Construct and interpret graphs from measurements.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>
4	Science	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the</li> </ul>	<p>6.d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between results and predictions.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>

other strands, students will develop questions & perform investigations.

4	Science <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students will develop questions &amp; perform investigations.</li> </ul>	6.f. Follow a set of written instructions for a scientific investigation.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
4	Science <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students will develop questions &amp; perform investigations.</li> </ul>	6.b. Measure and estimate weight, length, or volume of objects.	-Story 3: Land, Water, and Sea, Exercise 3.2: How Does Satellite Measure Phytoplankton in the Ocean? 
4	Science <ul style="list-style-type: none"> <li>• Grade 4</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students will develop questions &amp; perform investigations.</li> </ul>	6.a. Differentiate observation from inference (interpretation), and know that scientists' explanations come partly from what they observe and partly from how they interpret their observations.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
5	Science	2.f. Plants use carbon dioxide (CO <sub>2</sub> ) and energy from	-Story 4: Monitoring and Management,

	<ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 02. Life Sciences</li> <li>• 2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.</li> </ul>	sunlight to build molecules of sugar and release oxygen.	Research Article: Kelp Ecosystems Monitoring: The Aquatic Forest 
5	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 03. Earth Sciences</li> <li>• 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.</li> </ul>	3.d. The amount of fresh water, located in rivers, lakes, underground sources, and glaciers, is limited, and its availability can be extended through recycling and decreased use.	-Story 3: Video Segment 2: Current Events 
5	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 03. Earth Sciences</li> <li>• 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.</li> </ul>	3.e. The origin of water used by their local communities.	-Story 3: Video Segment 2: Current Events 
5	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 03. Earth Sciences</li> <li>• 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.</li> </ul>	3.b. When liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water.	-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study 
5	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 03. Earth Sciences</li> <li>• 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.</li> </ul>	3.a. Most of the Earth's water is present as salt water in the oceans, which cover most of the Earth's surface.	-Story 3: Video Segment 2: Current Events 
5	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 03. Earth Sciences</li> <li>• 4. Energy from the sun heats the Earth unevenly,</li> </ul>	4.b. The influence of the ocean on weather, and the role of the water cycle in weather.	-Story 4: Video Segment 3: Expedition Field Notes: Kelp Forests 

causing air movements resulting in changing weather patterns.

5	Science <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Student will:</li> </ul>	b. Develop a testable question.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
5	Science <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Student will:</li> </ul>	f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.	-Story 3: Land, Water, and Sea, Exercise 3.2: How Does Satellite Measure Phytoplankton in the Ocean? 
5	Science <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop</li> </ul>	h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 

their own questions and perform investigations.  
Student will:

5	Science <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Student will:</li> </ul>	c. Plan and conduct a simple investigation based on a student-developed question and write instruction others can follow to carry out the procedure.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
5	Science <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• 04. Investigation and Experimentation</li> <li>• 6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Student will:</li> </ul>	g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
6	Science <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 01. Focus on Earth Science</li> <li>• 1. Plate tectonics explains important features of the Earth's surface and major geologic events.</li> </ul>	1.b. The solid Earth is layered with cold, brittle lithosphere; hot, convecting mantle; and dense, metallic core.	-Story 1: Digital Lab: Earth Systems - Plate Tectonics 
6	Science <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 01. Focus on Earth Science</li> <li>• 1. Plate tectonics explains</li> </ul>	1.a. The fit of the continents, location of earthquakes, volcanoes, and midocean ridges, and the distribution of fossils, rock types, and	-Story 1: Video Segment 1: Expedition Field Notes: Geologic History 

	important features of the Earth's surface and major geologic events.	ancient climatic zones provide evidence for plate tectonics.	
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>01. Focus on Earth Science</li> <li>1. Plate tectonics explains important features of the Earth's surface and major geologic events.</li> </ul>	1.g. How to determine the epicenter of an earthquake and that the effects of an earthquake vary with its size, distance from the epicenter, local geology, and the type of construction involved.	-Story 1: Digital Lab: Earth Systems - Plate Tectonics 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>01. Focus on Earth Science</li> <li>1. Plate tectonics explains important features of the Earth's surface and major geologic events.</li> </ul>	1.c. Lithospheric plates that are the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.	-Story 1: Video Segment 1: Expedition Field Notes: Geologic History 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>01. Focus on Earth Science</li> <li>1. Plate tectonics explains important features of the Earth's surface and major geologic events.</li> </ul>	1.f. How to explain major features of California geology in terms of plate tectonics (including mountains, faults, volcanoes).	-Story 1: Digital Lab: Earth Systems - Plate Tectonics 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>01. Focus on Earth Science</li> <li>1. Plate tectonics explains important features of the Earth's surface and major geologic events.</li> </ul>	1.d. Earthquakes are sudden motions along breaks in the crust called faults, and volcanoes/fissures are locations where magma reaches the surface.	-Story 1: Digital Lab: Earth Systems - Plate Tectonics 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>01. Focus on Earth Science</li> <li>1. Plate tectonics explains important features of the Earth's surface and major geologic events.</li> </ul>	1.e. Major geologic events, such as earthquakes, volcanic eruptions, and mountain building result from plate motions.	-Story 1: Video Segment 1: Expedition Field Notes: Geologic History 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>02. Shaping the Earth's Surface</li> </ul>	2.b. Rivers and streams are dynamic systems that erode and transport sediment, change course, and flood their banks in natural and	-Story 3: Video Segment 2: Current Events 

		<ul style="list-style-type: none"> <li>• 2. Topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment.</li> </ul>	recurring patterns.	
6	Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 02. Shaping the Earth's Surface</li> <li>• 2. Topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment.</li> </ul>	2.d. Earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
6	Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 02. Shaping the Earth's Surface</li> <li>• 2. Topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment.</li> </ul>	2.a. Water running downhill is the dominant process in shaping the landscape, including California's landscape.	-Story 3: Land, Water, and Sea, Research Article 
6	Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 03. Heat (Thermal Energy) (Physical Science)</li> <li>• 3. Heat moves in a predictable flow from warmer objects to cooler objects until all objects are at the same temperature.</li> </ul>	3.a. Energy can be carried from one place to another by heat flow, or by waves including water waves, light and sound, or by moving objects.	-Story 3: Land, Water, and Sea, Exercise 3.2: How Does Satellite Measure Phytoplankton in the Ocean? 
6	Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Energy in the Earth System</li> <li>• 4. Many phenomena on the Earth's surface are affected by the transfer of energy through radiation and convection currents.</li> </ul>	4.a. The sun is the major source of energy for phenomena on the Earth's surface, powering winds, ocean currents, and the water cycle.	-Story 4: Video Segment 3: Expedition Field Notes: Kelp Forests 
6	Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 04. Energy in the Earth</li> </ul>	4.d. Convection currents distribute heat in the atmosphere and oceans.	-Story 3: Video Segment 2: Expedition Field Notes: Ocean

	<p>System</p> <ul style="list-style-type: none"> <li>4. Many phenomena on the Earth's surface are affected by the transfer of energy through radiation and convection currents.</li> </ul>		Currents 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>05. Ecology (Life Science)</li> </ul>	5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>05. Ecology (Life Science)</li> <li>5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.</li> </ul>	5.a. Energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis, and then from organism to organism in food webs.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>05. Ecology (Life Science)</li> <li>5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.</li> </ul>	5.e. The number and types of organisms an ecosystem can support depends on the resources available and abiotic factors, such as quantity of light and water, range of temperatures, and soil composition.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>05. Ecology (Life Science)</li> <li>5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.</li> </ul>	5.d. Different kinds of organisms may play similar ecological roles in similar biomes.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
6	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 6</li> <li>05. Ecology (Life Science)</li> <li>5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.</li> </ul>	5.b. Over time, matter is transferred from one organism to others in the food web, and between organisms and the physical environment.	-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes 
6	<p>Science</p>	5.c. Populations of organisms	-Story 6: Video

	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 05. Ecology (Life Science)</li> <li>• 5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.</li> </ul>	<p>can be categorized by the functions they serve in an ecosystem.</p>	<p>Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>
6	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 06. Resources</li> <li>• 6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.</li> </ul>	<p>6.b. Different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and classify them as renewable or nonrenewable.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
6	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 07. Investigation and Experimentation</li> <li>• 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</li> </ul>	<p>7.d. Communicate the steps and results from an investigation in written reports and verbal presentations.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
6	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 07. Investigation and Experimentation</li> <li>• 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</li> </ul>	<p>7.h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).</p>	<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>

6	Science <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 07. Investigation and Experimentation</li> <li>• 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</li> </ul>	7.a. Develop a hypothesis.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
6	Science <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 07. Investigation and Experimentation</li> <li>• 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</li> </ul>	7.c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
6	Science <ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 07. Investigation and Experimentation</li> <li>• 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</li> </ul>	7.g. Interpret events by sequence and time from natural phenomena (e.g., relative ages of rocks and intrusions).	-Story 1: Where Are We Going and Why?, Exercise 1.1: The Mystery of the Pygmy Mammoth 

6	Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 07. Investigation and Experimentation</li> <li>• 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</li> </ul>	<p>7.b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>
6	Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• 07. Investigation and Experimentation</li> <li>• 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</li> </ul>	<p>7.f. Read a topographic map and a geologic map for evidence provided on the maps, and construct and interpret a simple scale map.</p>	<p>-Story 2: Digital Lab: Navigating the Channel Islands&lt;br&gt;</p>
7	Science	<ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 02. Genetics</li> <li>• 2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.</li> </ul>	<p>2.a. The differences between the life cycles and reproduction of sexual and asexual organisms.</p>	<p>-Story 4: Monitoring and Management, Research Article: Kelp Ecosystems Monitoring: The Aquatic Forest&lt;br&gt;</p>
7	Science	<ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 03. Evolution</li> <li>• 3. Biological evolution accounts for the diversity of species developed</li> </ul>	<p>3.c. How independent lines of evidence from geology, fossils, and comparative anatomy provide a basis for the theory of evolution.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.1: The Mystery of the Pygmy Mammoth&lt;br&gt;</p>

through gradual processes over many generations.

7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 04. Earth and Life History</li> <li>• 4. Evidence from rocks allows us to understand the evolution of life on Earth.</li> </ul>	<p>4.f. How movements of the Earth's continental and oceanic plates through time, with associated changes in climate and geographical connections, have affected the past and present distribution of organisms.</p>	<p>-Story 1: Video Segment 1: Expedition Field Notes: Geologic History&lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 04. Earth and Life History</li> <li>• 4. Evidence from rocks allows us to understand the evolution of life on Earth.</li> </ul>	<p>4.a. Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.</p>	<p>-Story 2: Digital Lab: Navigating the Channel Islands&lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 04. Earth and Life History</li> <li>• 4. Evidence from rocks allows us to understand the evolution of life on Earth.</li> </ul>	<p>4.c. The rock cycle includes the formation of new sediment and rocks. Rocks are often found in layers with the oldest generally on the bottom.</p>	<p>-Story 2: Digital Lab: Navigating the Channel Islands&lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 04. Earth and Life History</li> <li>• 4. Evidence from rocks allows us to understand the evolution of life on Earth.</li> </ul>	<p>4.b. The history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impact of an asteroid.</p>	<p>-Story 1: Digital Lab: Earth Systems - Plate Tectonics&lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 04. Earth and Life History</li> <li>• 4. Evidence from rocks allows us to understand the evolution of life on Earth.</li> </ul>	<p>4.d. Evidence from geologic layers and radioactive dating indicate the Earth is approximately 4.6 billion years old, and that life has existed for more than 3 billion years.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.1: The Mystery of the Pygmy Mammoth&lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 04. Earth and Life History</li> <li>• 4. Evidence from rocks allows us to understand the evolution of life on Earth.</li> </ul>	<p>4.e. Fossils provide evidence of how life and environmental conditions have changed.</p>	<p>-Story 1: Where Are We Going and Why?, Exercise 1.1: The Mystery of the Pygmy Mammoth&lt;br&gt;</p>
7	<p>Science</p>	<p>5.f. The structures and processes by which flowering</p>	<p>-Story 4: Monitoring and Management,</p>

	<ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 05. Structure and Function in Living Systems</li> <li>• 5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.</li> </ul>	plants generate pollen and ovules, seeds, and fruit.	Research Article: Kelp Ecosystems Monitoring: The Aquatic Forest 
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 05. Structure and Function in Living Systems</li> <li>• 5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.</li> </ul>	5.c. How bones and muscles work together to provide a structural framework for movement.	-Story 5: Monitoring and Management, Exercise 5.3: Pinniped Feeding and Diving Behavior 
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 06. Physical Science: Physical Principles in Living Systems</li> <li>• 6. Physical principles underlie biological structures and functions.</li> </ul>	6.b. For an object to be seen, light emitted by or scattered from it must enter the eye.	-Story 3: Land, Water, and Sea, Exercise 3.2: How Does Satellite Measure Phytoplankton in the Ocean? 
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 06. Physical Science: Physical Principles in Living Systems</li> <li>• 6. Physical principles underlie biological structures and functions.</li> </ul>	6.h. How to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).	-Story 5: Monitoring and Management, Exercise 5.3: Pinniped Feeding and Diving Behavior 
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 06. Physical Science: Physical Principles in Living Systems</li> <li>• 6. Physical principles underlie biological structures and functions.</li> </ul>	6.f. Light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection).	-Story 3: Land, Water, and Sea, Exercise 3.2: How Does Satellite Measure Phytoplankton in the Ocean? 
7	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 7</li> <li>• 06. Physical Science:</li> </ul>	6.d. How simple lenses are used in a magnifying glass, the eye, camera, telescope, and microscope.	-Story 3: Land, Water, and Sea, Exercise 3.2: How Does Satellite

	<p>Physical Principles in Living Systems</p> <ul style="list-style-type: none"> <li>6. Physical principles underlie biological structures and functions.</li> </ul>		<p>Measure Phytoplankton in the Ocean? &lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 7</li> <li>06. Physical Science: Physical Principles in Living Systems</li> <li>6. Physical principles underlie biological structures and functions.</li> </ul>	<p>6.c. Light travels in straight lines except when the medium it travels through changes.</p>	<p>-Story 3: Land, Water, and Sea, Exercise 3.2: How Does Satellite Measure Phytoplankton in the Ocean? &lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 7</li> <li>06. Physical Science: Physical Principles in Living Systems</li> <li>6. Physical principles underlie biological structures and functions.</li> </ul>	<p>6.i. How levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.3: Pinniped Feeding and Diving Behavior &lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 7</li> <li>07. Investigation and Experimentation</li> <li>7. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students will develop questions &amp; perform investigations.</li> </ul>	<p>7.e. Communicate the steps and results from an investigation in written reports and verbal presentations.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>
7	<p>Science</p> <ul style="list-style-type: none"> <li>Grade 7</li> <li>07. Investigation and Experimentation</li> <li>7. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the</li> </ul>	<p>7.c. Communicate the logical connection among hypothesis, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.</p>	<p>-Story 6: Digital Lab: Marine Reserves: Where Do You Fit In? &lt;br&gt;</p>

other strands, students will develop questions & perform investigations.

7	Science <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 07. Investigation and Experimentation</li> <li>● 7. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students will develop questions &amp; perform investigations.</li> </ul>	7.a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
7	Science <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 07. Investigation and Experimentation</li> <li>● 7. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students will develop questions &amp; perform investigations.</li> </ul>	7.b. Utilize a variety of print and electronic resources (including the World Wide Web) to collect information as evidence as part of a research project.	-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study 
7	Science <ul style="list-style-type: none"> <li>● Grade 7</li> <li>● 07. Investigation and Experimentation</li> <li>● 7. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students will develop questions &amp; perform investigations.</li> </ul>	7.d. Construct scale models, maps and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).	-Story 2: Digital Lab: Navigating the Channel Islands 
8	Science	6.a. Carbon, because of its ability to combine in many	-Story 4: Monitoring and Management,

	<ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 6. Chemistry of Living Systems</li> <li>• 6. Principles of chemistry underlie the functioning of biological systems.</li> </ul>	ways with itself and other elements, has a central role in the chemistry of living organisms.	Student Self Assessment: Kelp and Terrestrial Forests-Alike or Difference? 
8	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 6. Chemistry of Living Systems</li> <li>• 6. Principles of chemistry underlie the functioning of biological systems.</li> </ul>	6.b. Living organisms are made of molecules largely consisting of carbon, hydrogen, nitrogen, oxygen, phosphorus and sulfur.	-Story 4: Monitoring and Management, Student Self Assessment: Kelp and Terrestrial Forests-Alike or Difference? 
8	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 7. Periodic Table</li> <li>• 7. The organization of the Periodic Table is based on the properties of the elements and reflects the structure of atoms.</li> </ul>	7.c. Substances can be classified by their properties, including melting temperature, density, hardness, heat, and electrical conductivity.	-Story 3: Land, Water, and Sea, Exercise 3.3: Investigating Coastal Ecosystems 
8	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 8. Density and Buoyancy</li> <li>• 8. All objects experience a buoyant force when immersed in a fluid.</li> </ul>	8.c. The buoyant force on an object in a fluid is an upward force equal to the weight of the fluid it has displaced.	-Story 5: Digital Lab: A Year in the life of a Northern Elephant Seal 
8	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 8. Density and Buoyancy</li> <li>• 8. All objects experience a buoyant force when immersed in a fluid.</li> </ul>	8.d. How to predict whether an object will float or sink.	-Story 5: Digital Lab: A Year in the life of a Northern Elephant Seal 
8	<p>Science</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 9. Investigation and Experimentation</li> </ul>	9.d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this to interpret graphs constructed from data.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 

- 9. Scientific progress is made by asking meaningful questions & conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students should develop questions & perform investigations.

8	Science <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 9. Investigation and Experimentation</li> <li>• 9. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students should develop questions &amp; perform investigations.</li> </ul>	9.a. Plan and conduct a scientific investigation to test a hypothesis.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
8	Science <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 9. Investigation and Experimentation</li> <li>• 9. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students should develop questions &amp; perform investigations.</li> </ul>	9.g. Distinguish between linear and non-linear relationships on a graph of data.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 
8	Science <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 9. Investigation and Experimentation</li> <li>• 9. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students should develop questions &amp; perform investigations.</li> </ul>	9.e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.	-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations 

careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students should develop questions & perform investigations.

<p>8 Science</p> <ul style="list-style-type: none"> <li>• Grade 8</li> <li>• 01. Physical Sciences</li> <li>• 9. Investigation and Experimentation</li> <li>• 9. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a basis for understanding this concept, and to address the content of the other strands, students should develop questions &amp; perform investigations.</li> </ul>	<p>9.f. Apply simple mathematical relationships to determine one quantity given the other two (including <math>speed = distance/time</math>, <math>density = mass/volume</math>, <math>force = pressure \times area</math>, <math>volume = area \times height</math>).</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Exercise 2.2: Dig It!&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>• Grade 9-12</li> <li>• 02. Chemistry</li> <li>• 4. Gases and their Properties</li> <li>• 4. The Kinetic Molecular theory describes the motion of atoms and molecules and explains the properties of gases.</li> </ul>	<p>4.e. How to convert between Celsius and Kelvin temperature scales.</p>	<p>-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>• Grade 9-12</li> <li>• 03. Biology/Life Sciences</li> <li>• 3. Ecology</li> <li>• 6. Stability in an ecosystem is a balance between competing effects.</li> </ul>	<p>6.a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.</p>	<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>• Grade 9-12</li> <li>• 03. Biology/Life Sciences</li> <li>• 3. Ecology</li> <li>• 6. Stability in an ecosystem is a balance between competing effects.</li> </ul>	<p>6.f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.</p>	<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>

<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 03. Biology/Life Sciences</li> <li>● 3. Ecology</li> <li>● 6. Stability in an ecosystem is a balance between competing effects.</li> </ul>	<p>6.c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.</p>	<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 03. Biology/Life Sciences</li> <li>● 3. Ecology</li> <li>● 6. Stability in an ecosystem is a balance between competing effects.</li> </ul>	<p>6.d. How water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.</p>	<p>-Story 3: Digital Lab: Field Research Center: Local Aquatic Field Study&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 03. Biology/Life Sciences</li> <li>● 3. Ecology</li> <li>● 6. Stability in an ecosystem is a balance between competing effects.</li> </ul>	<p>6.e. A vital part of an ecosystem is the stability of its producers and decomposers.</p>	<p>-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 03. Biology/Life Sciences</li> <li>● 3. Ecology</li> <li>● 6. Stability in an ecosystem is a balance between competing effects.</li> </ul>	<p>6.b. How to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.</p>	<p>-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 03. Biology/Life Sciences</li> <li>● 3. Ecology</li> <li>● 6. Stability in an ecosystem is a balance between competing effects.</li> </ul>	<p>6.g.* How to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change. (achievement is optional)</p>	<p>-Story 6: Channeling Our Efforts: A Balancing Act, Research Article&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 03. Biology/Life Sciences</li> <li>● 4. Evolution</li> <li>● 7. The frequency of an allele in a gene pool of a population depends on</li> </ul>	<p>7.a. Why natural selection acts on the phenotype rather than the genotype of an organism.</p>	<p>-Story 1: Where Are We Going and Why?, Research Article&lt;br&gt;</p>

many factors, and may be stable or unstable over time.

9 - 12 Science

- Grade 9-12
- 03. Biology/Life Sciences
- 4. Evolution
- 7. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time.

7.d Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes<br>

9 - 12 Science

- Grade 9-12
- 03. Biology/Life Sciences
- 4. Evolution
- 7. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time.

7.e.\* The conditions for Hardy-Weinberg equilibrium in a population, and why these conditions are not met in nature. (achievement is optional)

-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes<br>

9 - 12 Science

- Grade 9-12
- 03. Biology/Life Sciences
- 4. Evolution
- 7. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time.

7.f.\* How to solve the Hardy-Weinberg equation to determine the predicted frequency of genotypes in a population, given the frequency of phenotypes. (achievement is optional)

-Story 6: Video Segment 5: Expedition Field Notes: Island Foxes<br>

9 - 12 Science

- Grade 9-12
- 03. Biology/Life Sciences
- 4. Evolution
- 8. Evolution is the result of genetic changes that occur in constantly changing environments.

8.e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

-Story 1: Where Are We Going and Why?, Research Article<br>

9 - 12 Science

- Grade 9-12

8.d. Reproductive or geographic isolation affects speciation.

-Story 1: Where Are We Going and Why?, Research Article<br>

- 03. Biology/Life Sciences
- 4. Evolution
- 8. Evolution is the result of genetic changes that occur in constantly changing environments.

9 - 12 Science

8.c. The effects of genetic drift on the diversity of organisms in a population.

-Story 1: Where Are We Going and Why?, Research Article<br>

- Grade 9-12
- 03. Biology/Life Sciences
- 4. Evolution
- 8. Evolution is the result of genetic changes that occur in constantly changing environments.

9 - 12 Science

9.e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.

-Story 5: Monitoring and Management, Exercise 5.3: Pinniped Feeding and Diving Behavior<br>

- Grade 9-12
- 03. Biology/Life Sciences
- 5. Physiology
- 9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment.

9 - 12 Science

1.c. Evidence from geological studies of the Earth and other planets that the early Earth was very different from today.

-Story 1: Video Segment 1: Expedition Field Notes: Geologic History<br>

- Grade 9-12
- 04. Earth Sciences
- 1. Earth's Place in the Universe
- 1. Astronomy and planetary exploration reveal the structure, scale, and change of the solar system over time.

9 - 12 Science

3.b. The principal structures that form at the three different kinds of plate boundaries.

-Story 1: Video Segment 1: Expedition Field Notes: Geologic History<br>

- Grade 9-12
- 04. Earth Sciences
- 2. Dynamic Earth Processes
- 3. Plate tectonics operating over geologic time has changed the patterns of

land, sea, and mountains on the Earth's surface.

9 - 12 Science

- Grade 9-12
- 04. Earth Sciences
- 2. Dynamic Earth Processes
- 3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on the Earth's surface.

3.d. Why and how earthquakes occur, and the scales used to measure their intensity and magnitude.

-Story 1: Digital Lab: Earth Systems - Plate Tectonics<br>

9 - 12 Science

- Grade 9-12
- 04. Earth Sciences
- 2. Dynamic Earth Processes
- 3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on the Earth's surface.

3.a. Features of the ocean floor (magnetic patterns, age, and sea floor topography) provide evidence for plate tectonics.

-Story 1: Video Segment 1: Expedition Field Notes: Geologic History<br>

9 - 12 Science

- Grade 9-12
- 04. Earth Sciences
- 2. Dynamic Earth Processes
- 3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on the Earth's surface.

3.f.\* Explanation for the location and properties of volcanoes that are due to hot spots and those that are due to subduction. (achievement is optional)

-Story 1: Video Segment 1: Expedition Field Notes: Geologic History<br>

9 - 12 Science

- Grade 9-12
- 04. Earth Sciences
- 2. Dynamic Earth Processes
- 3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on the Earth's surface.

3.e. Two kinds of volcanoes, one with violent eruptions producing steep slopes and the other with voluminous lava flows producing gentle slopes.

-Story 1: Digital Lab: Earth Systems - Plate Tectonics<br>

9 - 12 Science

- Grade 9-12

4.b. The fate of incoming solar radiation in terms of reflection, absorption, and

-Story 3: Land, Water, and Sea, Exercise 3.2: How

<ul style="list-style-type: none"> <li>● 04. Earth Sciences</li> <li>● 3. Energy in the Earth System</li> <li>● 4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.</li> </ul>	<p>photosynthesis.</p>	<p>Does Satellite Measure Phytoplankton in the Ocean? &lt;br&gt;</p>	
<p>9 - 12 Science</p>	<ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 04. Earth Sciences</li> <li>● 3. Energy in the Earth System</li> <li>● 5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.</li> </ul>	<p>5.g. Features of the ENSO cycle (El Nino) in terms of sea-surface and air temperature variations across the Pacific, and some climatic results of this cycle. (achievement is optional)</p>	<p>-Story 4: Video Segment 3: Expedition Field Notes: Kelp Forests&lt;br&gt;</p>
<p>9 - 12 Science</p>	<ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 04. Earth Sciences</li> <li>● 3. Energy in the Earth System</li> <li>● 5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.</li> </ul>	<p>5.f.* The interaction of wind patterns, ocean currents, and mountain ranges that results in the global pattern of latitudinal bands of rain forests and deserts. (achievement is optional)</p>	<p>-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents&lt;br&gt;</p>
<p>9 - 12 Science</p>	<ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 04. Earth Sciences</li> <li>● 3. Energy in the Earth System</li> <li>● 5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.</li> </ul>	<p>5.d. Properties of ocean water such as temperature and salinity can be used to explain the layered structure of the oceans, generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.</p>	<p>-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents&lt;br&gt;</p>
<p>9 - 12 Science</p>	<ul style="list-style-type: none"> <li>● Grade 9-12</li> <li>● 04. Earth Sciences</li> <li>● 3. Energy in the Earth System</li> </ul>	<p>5.b. The relationship between the rotation of the Earth and the circular motion of ocean currents and air in pressure centers.</p>	<p>-Story 4: Video Segment 3: Expedition Field Notes: Kelp Forests&lt;br&gt;</p>

- 5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

9 - 12 Science

5.e. The distribution of rain forests and deserts on Earth in bands at specific latitudes.

-Story 4: Video Segment 3: Expedition Field Notes: Kelp Forests<br>

- Grade 9-12
- 04. Earth Sciences
- 3. Energy in the Earth System
- 5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

9 - 12 Science

5.a. How differential heating of the Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.

-Story 4: Video Segment 3: Expedition Field Notes: Kelp Forests<br>

- Grade 9-12
- 04. Earth Sciences
- 3. Energy in the Earth System
- 5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

9 - 12 Science

6.a. Weather (in the short run) and climate (in the long run) involve the transfer of energy in and out of the atmosphere.

-Story 3: Video Segment 2: Expedition Field Notes: Ocean Currents<br>

- Grade 9-12
- 04. Earth Sciences
- 3. Energy in the Earth System
- 6. Climate is the long term average of a region's weather and depends on many factors.

9 - 12 Science

6.c. How the Earth's climate has changed over time, corresponding to changes in the Earth's geography, atmospheric composition and/or other factors (solar radiation, plate movement, etc.).

-Story 1: Video Segment 1: Expedition Field Notes: Geologic History<br>

- Grade 9-12
- 04. Earth Sciences
- 3. Energy in the Earth System
- 6. Climate is the long term average of a region's weather and depends on

many factors.

<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>• Grade 9-12</li> <li>• 04. Earth Sciences</li> <li>• 4. Biogeochemical cycles</li> <li>• 7. Each element on Earth moves among reservoirs in the solid Earth, oceans, atmosphere, and organisms as part of biogeochemical cycles.</li> </ul>	<p>7.c. Movement of matter among reservoirs is driven by the Earth's internal and external sources of energy.</p>	<p>-Story 2: Digital Lab: Navigating the Channel Islands&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>• Grade 9-12</li> <li>• 04. Earth Sciences</li> <li>• 6. California Geology</li> <li>• 9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards.</li> </ul>	<p>9.b. The principal natural hazards in different California regions, and the geological basis of those hazards.</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Exercise 2.3: Trapped by the Channel&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>• Grade 9-12</li> <li>• 04. Earth Sciences</li> <li>• 6. California Geology</li> <li>• 9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards.</li> </ul>	<p>9.c. The importance of water to society, the origins of California's fresh water, and the relationship between supply and need.</p>	<p>-Story 4: Video Segment 3: Expedition Field Notes: Kelp Forests&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>• Grade 9-12</li> <li>• 04. Earth Sciences</li> <li>• 6. California Geology</li> <li>• 9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards.</li> </ul>	<p>9.d.* How to analyze published geologic hazard maps of California and use the map information to identify evidence of geological events of the past and predict geological changes in the future. (achievement is optional)</p>	<p>-Story 1: Digital Lab: Earth Systems - Plate Tectonics&lt;br&gt;</p>
<p>9 - 12 Science</p> <ul style="list-style-type: none"> <li>• Grade 9-12</li> <li>• 05. Investigation and Experimentation</li> <li>• 1. Scientific progress is made by asking meaningful questions &amp; conducting careful investigations. As a</li> </ul>	<p>1.e. Solve scientific problems using quadratic equations, and simple trigonometric, exponential, and logarithmic functions.</p>	<p>-Story 2: Channel Islands Culture: Past and Present, Exercise 2.2: Dig It!&lt;br&gt;</p>

basis for understanding this concept, & to address the content of the other strands, students should develop questions & perform investigations.

9 - 12 Science

- Grade 9-12
- 05. Investigation and Experimentation
- 1. Scientific progress is made by asking meaningful questions & conducting careful investigations. As a basis for understanding this concept, & to address the content of the other strands, students should develop questions & perform investigations.

1.f. Distinguish between hypothesis and theory as science terms.

-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations<br>

9 - 12 Science

- Grade 9-12
- 05. Investigation and Experimentation
- 1. Scientific progress is made by asking meaningful questions & conducting careful investigations. As a basis for understanding this concept, & to address the content of the other strands, students should develop questions & perform investigations.

1.b. Identify and communicate sources of unavoidable experimental error.

-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations<br>

9 - 12 Science

- Grade 9-12
- 05. Investigation and Experimentation
- 1. Scientific progress is made by asking meaningful questions & conducting careful investigations. As a basis for understanding this concept, & to address the content of the other strands, students should develop questions & perform investigations.

1.g. Recognize the use and limitations of models and theories as scientific representations of reality.

-Story 6: A Balancing Act, Exercise 6.1: The Rise or Fall of the Island Fox<br>

9 - 12 Science

- Grade 9-12
- 05. Investigation and Experimentation
- 1. Scientific progress is made by asking meaningful questions & conducting careful investigations. As a basis for understanding this concept, & to address the content of the other strands, students should develop questions & perform investigations.

1.h. Read and interpret topographic and geologic maps.

-Story 2: Digital Lab: Navigating the Channel Islands<br>

9 - 12 Science

- Grade 9-12
- 05. Investigation and Experimentation
- 1. Scientific progress is made by asking meaningful questions & conducting careful investigations. As a basis for understanding this concept, & to address the content of the other strands, students should develop questions & perform investigations.

1.i. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

-Story 6: A Balancing Act, Student Self Assessment: A New Development<br>

9 - 12 Science

- Grade 9-12
- 05. Investigation and Experimentation
- 1. Scientific progress is made by asking meaningful questions & conducting careful investigations. As a basis for understanding this concept, & to address the content of the other strands, students should develop questions & perform investigations.

1.c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

-Story 4: Monitoring and Management, Exercise 4.3: Diving for Data<br>

9 - 12 Science

- Grade 9-12
- 05. Investigation and Experimentation
- 1. Scientific progress is

1.d. Formulate explanations using logic and evidence.

-Story 5: Monitoring and Management, Exercise 5.1: Pinniped Adaptations<br>

made by asking meaningful questions & conducting careful investigations. As a basis for understanding this concept, & to address the content of the other strands, students should develop questions & perform investigations.

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