

IES Correlation to the North Carolina Middle School Science Standards

Correlation key:									
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COMPETENCY GOAL 1: The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.									
Grade 6, 7, 8 Objectives									
1.01 Identify and create questions and hypotheses that can be answered through scientific investigations.	XX	XX	XX	XX	XX	XX	XX	XX	XX
1.02 Develop appropriate experimental procedures for:	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Given questions.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Student generated questions.	XX	XX	XX	XX	XX	XX	XX	XX	XX
1.03 Apply safety procedures in the laboratory and in field studies:	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Recognize potential hazards.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Manipulate materials and equipment.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Conduct appropriate procedures.	XX	XX	XX	XX	XX	XX	XX	XX	XX
1.04 Analyze variables in scientific investigations:	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Identify dependent and independent.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Use of a control.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Manipulate.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Describe relationships between.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Define operationally.	XX	XX	XX	XX	XX	XX	XX	XX	XX
1.05 Analyze evidence to:	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Explain observations.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Make inferences and predictions.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Develop the relationship between evidence and explanation.	XX	XX	XX	XX	XX	XX	XX	XX	XX
1.06 Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations:	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Measurement.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Analysis of data.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Graphing.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Prediction models.	XX	XX	XX	XX	XX	XX	XX	XX	XX
1.07 Prepare models and/or computer simulations to:	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Test hypotheses.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Evaluate how data fit.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Make predictions. (Eight grade only)	XX	XX	XX	XX	XX	XX	XX	XX	XX
1.08 Use oral and written language to:	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Communicate findings.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Defend conclusions of scientific investigations.	XX	XX	XX	XX	XX	XX	XX	XX	XX
1.09 Use technologies and information systems to:	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Research.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Gather and analyze data.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Visualize data.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Disseminate findings to others.	XX	XX	XX	XX	XX	XX	XX	XX	XX

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	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Scientific text.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Articles.	XX	XX	XX	XX	XX	XX	XX	XX	XX
• Events in the popular press.	XX	XX	XX	XX	XX	XX	XX	XX	XX
COMPETENCY GOAL 2: The learner will demonstrate an understanding of technological design.									
Grade 6, 7, 8 Objectives									
2.01 Explore evidence that "technology" has many definitions.									
• Artifact or hardware.									
• Methodology or technique.									
• System of production.									
• Social-technical system.									
2.02 Use information systems to:									
• Identify scientific needs, human needs, or problems that are subject to technological solution.									
• Locate resources to obtain and test ideas.									
2.03 Evaluate technological designs for:									
• Application of scientific principles.									
• Risks and benefits.									
• Constraints of design.									
• Consistent testing protocols.									
2.04 Apply tenets of technological design to make informed consumer decisions about:									
• Products.									
• Processes.									
• Systems.									
COMPETENCY GOAL 3: The learner will build an understanding of the geological cycles, forces, processes, and agents which shape the lithosphere.									
Grade 6 Objectives									
3.01 Evaluate the forces that shape the lithosphere including:		XX				X	X		
• Crustal plate movement.		XX				X	X		
• Folding and faulting.		XX				X			
• Deposition.		XX			X		X		
• Volcanic Activity.		XX			X	X	X		
• Earthquakes.		XX				X			
3.02 Examine earthquake and volcano patterns.		XX							
3.03 Explain the model for the interior of the earth.		XX							
3.04 Describe the processes which form and the uses of earth materials.		X					X		
• Rock cycle.							X		
• Minerals.		X	X		XX		X		
• Characteristics of rocks.		X					XX	X	
• Economic use of rocks and minerals.					XX		X		
• Value of gems and precious metals.					X				

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3.05 Analyze soil properties that can be observed and measured to predict soil quality including:								X	
• Color.								X	
• Horizon profile.							X	X	
• Infiltration.								X	
• Soil temperature.								X	
• Structure.							X	X	
• Consistency.								X	
• Texture.								X	
• Particle size.							X	X	
• pH.								X	
• Fertility.								X	
• Soil moisture.								X	
3.06 Evaluate ways in which human activities have affected Earth's and the measures taken to control the impact:pedosphere		X					X	X	
• Vegetative cover.								X	
• Agriculture.								X	
• Land use.								X	
• Nutrient balance.								X	
• Soil as a vector.								X	
3.07 Assess the use of technology and information systems in monitoring lithospheric phenomenon.								X	
3.08 Conclude that the good health of environments and organisms requires:								X	
• Monitoring of the pedosphere.								X	
• Taking steps to maintain soil quality.								X	
• Stewardship.								X	
COMPETENCY GOAL 3: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the atmosphere.									
Grade 7 Objectives									
3.01 Explain the composition, properties and structure of the atmosphere:	XX								
• Mixture of gases.	XX								
• Stratified layers.	X								
• Each layer has distinct properties.	X								
• As altitude increases, air pressure decreases.	X								
• Equilibrium.	X								
3.02 Describe properties that can be observed and measured to predict air quality:	X								
• Particulate matter.	X								
• Ozone.	X								

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3.03 Conclude that the good health of environments and organisms requires:									
• The monitoring of air quality.									
• Taking steps to maintain healthy air quality.									
• Stewardship.									
3.04 Evaluate how humans impact air quality including:									
• Air quality standards.									
• Point and non-point sources of air pollution in North Carolina.									
• Financial and economic trade-offs.									
• Local air quality issues.									
3.05 Examine evidence that atmospheric properties can be studied to predict atmospheric conditions and weather hazards:	X								
• Humidity.	X								
• Temperature.	X								
• Wind speed and direction.	X								
• Air pressure.	X								
• Precipitation.	X								X
• Tornados.									
• Hurricanes.									
• Floods.									X
• Storms.	X								X
3.06 Assess the use of technology in studying atmospheric phenomena and weather hazards:	X								
• Satellites.	X								
• Weather maps.	X								
• Predicting.	X								
• Recording.	X								
• Communicating information about conditions.	X								
COMPETENCY GOAL 3: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the hydrosphere.									
Grade 8 Objectives									
3.01 Analyze the unique properties of water including:									X
• Universal solvent.									X
• Cohesion and adhesion.									X
• Polarity.									X
• Density and buoyancy.									X
• Specific heat.									X
3.02 Explain the structure of the hydrosphere including:									X
• Water distribution on earth.						X			X
• Local river basin.									X
• Local water availability.									X

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3.03 Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:						X			
• Estuaries.						X			
• Marine ecosystems.						X			
• Upwelling.						X			
• Behavior of gases in the marine environment.						X			
• Value and sustainability of marine resources.						X			
• Deep ocean technology and understandings gained.						X			
3.04 Describe how terrestrial and aquatic food webs are interconnected.						X			X
3.05 Analyze hydrospheric data over time to predict the health of a water system including:									X
• Temperature.						X			X
• Dissolved oxygen.						X			X
• pH.									X
• Nitrates.									X
• Turbidity.									X
• Bio-indicators.						X			X
3.06 Evaluate technologies and information systems used to monitor the hydrosphere.									
3.07 Describe how humans affect the quality of water:									
• Point and non-point sources of water pollution in North Carolina.								X	X
• Possible effects of excess nutrients in North Carolina waters.								X	X
• Economic trade-offs.								X	X
• Local water issues.									X
3.08 Recognize that the good health of environments and organisms requires:									X
• Monitoring of the hydrosphere.									X
• Water quality standards.									X
• Methods of water treatment.									X
• Maintaining safe water quality.									X
• Stewardship.									X
COMPETENCY GOAL 4: The learner will investigate the cycling of matter.									
Grade 6 Objectives									
4.01 Describe the flow of energy and matter in natural systems:									
• Energy flows through ecosystems in one direction, from the sun through producers to consumers to decomposers.			X						
• Matter is transferred from one organism to another and between organisms and their environments.			X	X					
• Water, nitrogen, carbon dioxide, and oxygen are substances cycled between the living and non-living environments.			XX	X		X	X		X
4.02 Evaluate the significant role of decomposers.									
4.03 Examine evidence that green plants make food.									

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<ul style="list-style-type: none"> Photosynthesis is a process carried on by green plants and other organisms containing chlorophyll. 									
<ul style="list-style-type: none"> During photosynthesis, light energy is converted into stored energy which the plant, in turn, uses to carry out its life processes. 									
<p>4.04 Evaluate the significance of photosynthesis to other organisms:</p>									
<ul style="list-style-type: none"> The major source of atmospheric oxygen is photosynthesis. 									
<ul style="list-style-type: none"> Carbon dioxide is removed from the atmosphere and oxygen is released during photosynthesis. 									
<ul style="list-style-type: none"> Green plants are the producers of food that is used directly or indirectly by consumers. 						X			
<p>4.05 Evaluate designed systems for ability to enable growth of certain plants and animals.</p>						X			
<p>COMPETENCY GOAL 4: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of the complementary nature of the human body system.</p>									
<p>Grade 7 Objectives</p>									
<p>4.01 Analyze how human body systems interact to provide for the needs of the human organism:</p>									
<ul style="list-style-type: none"> Musculoskeletal. 									
<ul style="list-style-type: none"> Cardiovascular. 									
<ul style="list-style-type: none"> Endocrine and Nervous. 									
<ul style="list-style-type: none"> Digestive and Circulatory. 									
<ul style="list-style-type: none"> Excretory. 									
<ul style="list-style-type: none"> Reproductive. 									
<ul style="list-style-type: none"> Respiratory. 									
<ul style="list-style-type: none"> Immune. 									
<ul style="list-style-type: none"> Nervous system. 									
<p>4.02 Describe how systems within the human body are defined by the functions it performs.</p>									
<p>4.03 Explain how the structure of an organ is adapted to perform specific functions within one or more systems.</p>									
<ul style="list-style-type: none"> Liver. 									
<ul style="list-style-type: none"> Heart. 									
<ul style="list-style-type: none"> Lung. 									
<ul style="list-style-type: none"> Brain 									
<ul style="list-style-type: none"> Stomach. 									
<ul style="list-style-type: none"> Kidney. 									
<p>4.04 Evaluate how systems in the human body help regulate the internal environment.</p>									
<p>4.05 Analyze how an imbalance in homeostasis may result from a disruption in any human system.</p>									
<p>4.06 Describe growth and development of the human organism.</p>									

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4.07 Explain the effects of environmental influences on human embryo development and human health including:									
• Smoking.									
• Alcohol.									
• Drugs.									
• Diet.									
4.08 Explain how understanding human body systems can help make informed decisions regarding health.									
COMPETENCY GOAL 4: The learner will conduct investigations and utilize technology and information systems to build an understanding of chemistry.									
Grade 8 Objectives									
4.01 Understand that both naturally occurring and synthetic substances are chemicals.									
4.02 Evaluate evidence that elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances.									
4.03 Explain how the periodic table is a model for:									
• Classifying elements .									
• Identifying the properties of elements.									
4.04 Describe the suitability of materials for use in technological design:									
• Electrical Conductivity.									
• Density.									
• Magnetism.									
• Solubility.									
• Malleability.									
4.05 Identify substances based on characteristic physical properties:					X	X	X		X
• Density.					X		X		X
• Boiling/Melting points.					X		X		X
• Solubility.						X	X		X
• Chemical reactivity.							X		
• Specific heat.									X
4.06 Describe and measure quantities related to chemical/physical changes within a system:						X			
• Temperature.						X			
• Volume.					X				X
• Mass.					X				X
• Precipitate.							X		
• Gas production.			X						
4.07 Identify evidence supporting the law of conservation of matter.									
destroyed.			X						
• In a chemical reaction, the total mass of the reactants equals the total mass of the products.			X						

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4.08 Identify evidence that some chemicals may contribute to human health conditions including:									
• Cancer.									
• Autoimmune disease.									
• Birth defects.									
• Heart disease.									
• Diabetes.									
• Learning and behavioral disorders.									
• Kidney disease.									
• Asthma.									
4.09 Describe factors that determine the effects a chemical has on a living organism including:									
• Exposure.									
• Potency.									
• Dose and the resultant concentration of chemical in the organism.									
• Individual susceptibility.									
• Possible means to eliminate or reduce effects.									
4.10 Describe risks and benefits of chemicals including:								X	
• Medicines.									
• Food preservatives.									
• Crop yield.								X	
• Sanitation.								X	
COMPETENCY GOAL 5: The learner will build understanding of the Solar System.									
Grade 6 Objectives									
5.01 Analyze the components and cycles of the solar system including:									
• Sun.									
• Planets and moons.									
• Asteroids and meteors.									
• Comets.									
• Phases.									
• Seasons.									
• Day/year.									
• Eclipses.									
5.02 Compare and contrast the Earth to other planets in terms of:									
• Size.									
• Composition.									
• Relative distance from the sun.									
• Ability to support life.									
5.03 Relate the influence of the sun and the moon's orbit to the gravitational effects produced on Earth.									
• Solar storms.									
• Tides.									

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5.04 Describe space explorations and the understandings gained from them including:									
• N.A.S.A.									
• Technologies used to explore space.									
• Historic timeline.									
• Apollo mission to the moon.									
• Space Shuttle.									
• International Space Station.									
• Future goals.									
5.05 Describe the setting of the solar system in the universe including:									
• Galaxy.									
• Size.									
• The uniqueness of Earth.									
5.06 Analyze the spin-off benefits generated by space exploration technology including:									
• Medical.									
• Materials.									
• Transportation.									
• Processes.									
• Future research.									
<p>Competency Goal 5: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of heredity and genetics.</p> <p>Grade 7 Objectives</p>									
5.01 Explain the significance of genes to inherited characteristics:									
• Genes are the units of information.									
• Parents transmit genes to their offspring.									
• Some medical conditions and diseases are genetic.									
5.02 Explain the significance of reproduction:									
• Sorting and recombination of parents' genetic material.									
• Potential variation among offspring.									
5.03 Identify examples and patterns of human genetic traits:									
• Dominant and recessive.									
• Incomplete dominance.									
5.04 Analyze the role of probability in the study of heredity:									
• Role of each parent in transfer of genetic traits.									
• Analysis of pedigrees.									
5.05 Summarize the genetic transmittance of disease.									
5.06 Evaluate evidence that human characteristics are a product of:									
• Inheritance.									
• Environmental factors, and									
• Lifestyle choices.									

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COMPETENCY GOAL 5: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of evidence of evolution in organisms and landforms.									
Grade 8 Objectives									
5.01 Interpret ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life including:		X		XX					
• Geologic Time Scale.				X					
• Index Fossils.				X					
• Law of Superposition.				X					
• Unconformity.									
• Evidence for climate change.			X	X			X		
• Extinction of species.				X					
• Catastrophic events.		X		X			X		
5.02 Correlate evolutionary theories and processes:				X					
• Biological.				X					
• Geological.		X		X			X		
• Technological.									
5.03 Examine evidence that the geologic evolution has had significant global impact including:				X					
• Distribution of living things.				X					
• Major geological events.		X		X					
• Mechanical and chemical weathering.				X					
5.04 Analyze satellite imagery as a method to monitor Earth from space:	X								
• Spectral analysis.									
• Reflectance curves.									
5.05 Use maps, ground truthing and remote sensing to make predictions regarding:		X	X	X	X	X	X	X	X
• Changes over time.		X	X	X	X	X	X	X	X
• Land use.			X				X	X	
• Urban sprawl.							X	X	
• Resource management.			X		X	X	X	X	
COMPETENCY GOAL 6: The learner will conduct investigations and examine models and devices to build an understanding of the characteristics of energy transfer and/or transformation.									
Grade 6 Objectives									
6.01 Determine how convection and radiation transfer energy.		X	X			X			
6.02 Analyze heat flow through materials or across space from warm objects to cooler objects until both objects are at equilibrium.			X						
6.03 Analyze sound as an example that vibrating materials generate waves that transfer energy.		X							
• Frequency.									
• Amplitude.		X							
• Loudness.									

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		X							
6.04 Evaluate data for qualitative and quantitative relationships associated with energy transfer and/or transformation.			X						
6.05 Analyze the physical interactions of light and matter:									
• Absorption.									
• Scattering.									
• Color perception.									
• Form and function of the human eye.									
6.06 Analyze response to heat to determine the suitability of materials for use in technological design:			X						X
• Conduction.			X						X
• Expansion.									X
• Contraction.									X
6.07 Analyze the Law of Conservation of Energy:									
• Conclude that energy cannot be created or destroyed, but only changed from one form into another.			X						
• Conclude that the amount of energy stays the same, although within the process some energy is always converted to heat.			XX						
• Some systems transform energy with less loss of heat than others.			X						
Competency Goal 6: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of motion and forces.									
Grade 7 Objectives									
6.01 Demonstrate ways that simple machines can change force.									
6.02 Analyze simple machines for mechanical advantage and efficiency.									
6.03 Evaluate motion in terms of Newton's Laws:									
• The force of friction retards motion.									
• For every action there is an equal and opposite reaction.									
• The greater the force, the greater the change in motion.									
• An object's motion is the result of the combined effect of all forces acting on the object:									
• A moving object that is not subjected to a force will continue to move at a constant speed in a straight line									
• An object at rest will remain at rest.									
6.04 Analyze that an object's motion is always judged relative to some other object or point.									
6.05 Describe and measure quantities that characterize moving objects and their interactions within a system:									
• Time.									
• Distance.									
• Mass.									

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<ul style="list-style-type: none"> • Force. 									
<ul style="list-style-type: none"> • Velocity. 									
<ul style="list-style-type: none"> • Center of mass. 									
<ul style="list-style-type: none"> • Acceleration. 									
<p>6.06 Investigate and analyze the real world interactions of balanced and unbalanced forces:</p>									
<ul style="list-style-type: none"> • Sports and recreation. 									
<ul style="list-style-type: none"> • Transportation. 									
<ul style="list-style-type: none"> • The human body. 									
<p>COMPETENCY GOAL 6: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of cell theory.</p>									
<p>Grade 8 Objectives</p>									
<p>6.01 Describe cell theory:</p>									
<ul style="list-style-type: none"> • All living things are composed of cells. 									
<ul style="list-style-type: none"> • Cells provide structure and carry on major functions to sustain life. 									
<ul style="list-style-type: none"> • Some organisms are single cell; other organisms, including humans, are multi-cellular. 									
<ul style="list-style-type: none"> • Cell function is similar in all living things. 									
<p>6.02 Analyze structures, functions, and processes within animal cells for:</p>									
<ul style="list-style-type: none"> • Capture and release of energy. 									
<ul style="list-style-type: none"> • Feedback information. 									
<ul style="list-style-type: none"> • Dispose of wastes. 									
<ul style="list-style-type: none"> • Reproduction. 									
<ul style="list-style-type: none"> • Movement. 									
<ul style="list-style-type: none"> • Specialized needs. 									
<p>6.03 Compare life functions of protists:</p>									
<ul style="list-style-type: none"> • Euglena. 									
<ul style="list-style-type: none"> • Amoeba. 									
<ul style="list-style-type: none"> • Paramecium. 									
<ul style="list-style-type: none"> • Volvox. 									
<p>6.04 Conclude that animal cells carry on complex chemical processes to balance the needs of the organism.</p>									
<ul style="list-style-type: none"> • Cells grow and divide to produce more cells. 									
<ul style="list-style-type: none"> • Cells take in nutrients to make the energy for the work cells do. 									
<ul style="list-style-type: none"> • Cells take in materials that a cell or an organism needs. 									
<p>COMPETENCY GOAL 7: The learner will conduct investigations and use technologies and information systems to build an understanding of population dynamics.</p>									
<p>Grade 6 Objectives</p>									
<p>7.01 Describe ways in which organisms interact with each other and with nonliving parts of the environment:</p>									
<ul style="list-style-type: none"> • Coexistence/Cooperation/Competition. 									
<ul style="list-style-type: none"> • Symbiosis. 									
<ul style="list-style-type: none"> • Mutual dependence. 									

<p>"X" = Coverage Secondary concept of the activity or problem. Students gain a basic understanding or introduction of the concept.</p> <p>"XX" = In-depth Coverage Primary concept that is the focus of the activity or problem. Students gain thorough understanding of the concept. Coverage in student edition and/or Teacher Edition supports the development of the concept</p>	Climate and Weather	Dynamic Planet	Energy Resources	Fossils	Materials and Minerals	Oceans	Rocks and Landforms	Soil	Water as a Resource
7.02 Investigate factors that determine the growth and survival of organisms including:									
• Light.									
• Temperature range.									
• Mineral availability.									
• Soil/rock type.									
• Water.									
• Energy.									
7.03 Explain how changes in habitat may affect organisms.									
7.04 Evaluate data related to human population growth, along with problems and solutions:									
• Waste disposal.									
• Food supplies.									
• Resource availability.									
• Transportation.									
• Socio-economic patterns.									
7.05 Examine evidence that overpopulation by any species impacts the environment.									
7.06 Investigate processes which, operating over long periods of time, have resulted in the diversity of plant and animal life present today:									
• Natural selection.									
• Adaptation.									
No COMPETENCY GOAL 7 for Grade 7									
COMPETENCY GOAL 7: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of microbiology.									
Grade 8 Objectives									
7.01 Compare and contrast microbes:									
• Size, shape, structure.									
• Whether they are living cells.									
7.02 Describe diseases caused by microscopic biological hazards including:									
• Viruses.									
• Bacteria.									
• Parasites.									
• Contagions.									
• Mutagens.									
7.03 Analyze data to determine trends or patterns to determine how an infectious disease may spread including:									
• Carriers.									
• Vectors.									
• Conditions conducive to disease.									
• Calculate reproductive potential of bacteria.									

<p>"X" = Coverage Secondary concept of the activity or problem. Students gain a basic understanding or introduction of the concept. "XX" = In-depth Coverage Primary concept that is the focus of the activity or problem. Students gain thorough understanding of the concept. Coverage in student edition and/or Teacher Edition supports the development of the concept</p>	<p>Climate and Weather</p>	<p>Dynamic Planet</p>	<p>Energy Resources</p>	<p>Fossils</p>	<p>Materials and Minerals</p>	<p>Oceans</p>	<p>Rocks and Landforms</p>	<p>Soil</p>	<p>Water as a Resource</p>
<p>7.04 Evaluate the human attempt to reduce the risk of and treatments for microbial infections including:</p>									
<ul style="list-style-type: none"> • Solutions with anti-microbial properties. 									
<ul style="list-style-type: none"> • Antibiotic treatment. 									
<ul style="list-style-type: none"> • Research. 									
<p>7.05 Investigate aspects of biotechnology including:</p>									
<ul style="list-style-type: none"> • Specific genetic information available. 									
<ul style="list-style-type: none"> • Careers. 									
<ul style="list-style-type: none"> • Economic benefits to North Carolina. 									
<ul style="list-style-type: none"> • Ethical issues. 									
<ul style="list-style-type: none"> • Impact for agriculture. 									