



Integrated/Coordinated Science for the 21st Century Correlation to Arizona High School Science Standards

Strand 1: Inquiry Process

Inquiry Process establishes the basis for students' learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concept	Performance Standards	Location/Page where Standard is found
Concept 1: Observations, Questions, and Hypotheses: Formulate predictions, questions, or hypotheses based on observations. Evaluate appropriate resources.	PO 1. Evaluate scientific information for relevance to a given problem	25-28, 40-41, 64-69, 87-90, 97-102, 107-112, 124-127, 133-139, 140-142, 166-171, 243-248, 281-284, 306-310, 360-363, 436-442, 466-467, 522-528, 538-540, 590-592
	PO 2. Develop questions from observations that transition into testable hypotheses.	40-41, 45-48, 64-69, 76-79, 97-102, 107-112, 124-127, 140-142, 166-171, 243-248, 259-263, 281-284, 306-310, 436-442, 479, 522-528, 538-540, 590-592

	PO 3. Formulate a testable hypothesis.	166-171, 597-606
	PO 4. Predict the outcome of an investigation based on prior evidence, probability, and/or modeling (not guessing or inferring).	7-9, 25-28, 45-48, 166-171, 194-200, 270-274, 443-446, 538-540
Concept 2: Scientific Testing (Investigating and Modeling): Design and conduct controlled investigations.	PO 1. Demonstrate safe and ethical procedures (e.g., use and care of technology, materials, organisms) and behavior in all science inquiry.	26, 39, 41, 46, 88, 98, 125, 134, 167, 195, 202, 217, 224, 231, 237, 244, 257, 276, 301, 324, 331, 361, 367, 378, 436, 444, 451, 460, 467, 473, 481, 503, 539, 554, 562, 568, 591, 608, 618
	PO 2. Identify the resources needed to conduct an investigation.	166-171, 538-540
	PO 3. Design an appropriate protocol (written plan of action) for testing a hypothesis: <ul style="list-style-type: none"> ∞ Identify dependent and independent variables in a controlled investigation. ∞ Determine an appropriate method for data collection (e.g., using balances, thermometers, microscopes, spectrophotometer, using qualitative changes). ∞ Determine an appropriate method for recording data (e.g., notes, sketches, photographs, videos, journals (logs), charts, computers/calculators). 	25-28, 166-171, 254-258, 270-274, 538-540, 590-592, 617-620

	PO 4. Conduct a scientific investigation that is based on a research design.	166-171, 210-215, 254-258, 270-274
	PO 5. Record observations, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers.	33-35, 107-112, 182-190, 264-269, 281-284, 443-446
Concept 3: Analysis, Conclusions, and Refinements: Evaluate experimental design, analyze data to explain results and propose further investigations. Design models.	<i>PO 1. Interpret data that show a variety of possible relationships between variables, including:</i> ∞ <i>positive relationship</i> ∞ <i>negative relationship</i> ∞ <i>no relationship</i>	166-171, 182-190, 194-200, 264-269, 270-274, 281-284, 306-310
	PO 2. Evaluate whether investigational data support or do not support the proposed hypothesis.	40-41, 45-48, 64-69, 76-79, 97-102, 107-112, 124-127, 140-142, 166-171, 243-248, 259-263, 281-284, 306-310, 436-442, 479, 522-528, 538-540, 590-592, 597-606
	PO 3. Critique reports of scientific studies (e.g., published papers, student reports).	53-55, 472
	PO 4. Evaluate the design of an investigation to identify possible sources of procedural error, including: ∞ sample size ∞ trials ∞ controls ∞ analyses	166-171, 194-200, 264-269, 270-274, 281-284, 443-446, 538-540, 590-592

	<p>PO 5. Design models (conceptual or physical) of the following to represent "real world" scenarios:</p> <ul style="list-style-type: none"> ∞ carbon cycle ∞ water cycle ∞ phase change ∞ collisions 	<p>7-9, 16-18, 124-127, 166-171, 182-190, 243-248, 270-274, 522-528, 560, 590-592, 607-611</p>
	<p>PO 6. Use descriptive statistics to analyze data, including:</p> <ul style="list-style-type: none"> ∞ mean ∞ frequency ∞ range 	<p>87-96, 230-235, 329-334, 553-555</p>
	<p>PO 7. Propose further investigations based on the findings of a conducted investigation.</p>	<p>53-55, 166-171, 259-263, 264-269, 270-274</p>
<p>Concept 4: Communication: Communicate results of investigations.</p>	<p>PO 1. For a specific investigation, choose an appropriate method for communicating the results.</p>	<p>107-112, 139, 216-222, 259-263, 270-274, 443-446</p>
	<p>PO 2. Produce graphs that communicate data.</p>	<p>25-28, 33-35, 166-171, 228-229, 285-290, 335-339, 395-399, 529-532</p>
	<p>PO 3. Communicate results clearly and logically.</p>	<p>76-79, 107-112, 166-171, 216-222, 259-263, 270-274, 300-305, 567-568</p>
	<p>PO 4. Support conclusions with logical scientific arguments.</p>	<p>76-79, 107-112, 166-171, 259-263, 300-305, 443-446, 529-532, 567-568</p>

Strand 2: History and Nature of Science

Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concept	Performance Standards	Location/Page where Standard is found
Concept 1: History of Science as a Human Endeavor: Identify individual, cultural, and technological contributions to scientific knowledge.	PO 1. Describe how human curiosity and needs have influenced science, impacting the quality of life worldwide.	149-156, 259-263, 285-290, 291-294, 306-310, 311-315, 329-334, 424-428
	PO 2. Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.	107-119, 285-290, 291-294, 319, 370-373, 380-382, 392, 409-410, 424-428
	PO 3. Analyze how specific changes in science have affected society.	107-119, 149-156, 285-294, 319, 424-428

	PO 4. Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.	107-119, 319, 370-373, 424-428
Concept 2: Nature of Scientific Knowledge: Understand how science is a process for generating knowledge.	PO 1. Specify the requirements of a valid, scientific explanation (theory), including that it be: <ul style="list-style-type: none"> ∞ logical ∞ subject to peer review ∞ public ∞ respectful of rules of evidence 	53-55, 76-79, 107-119, 380-384, 392, 409-410, 424-428, 597-606, 617-620
	PO 2. Explain the process by which accepted ideas are challenged or extended by scientific innovation.	107-119, 382, 409-410, 597-606, 617-620
	PO 3. Distinguish between pure and applied science.	285-290, 291-294
	PO 4. Describe how scientists continue to investigate and critically analyze aspects of theories.	107-119, 384, 409-410, 424-428, 617-620

Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

Concept	Performance Standards	Location/Page where Standard is found
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<p>Concept 1: Changes in Environments. Describe the interactions between human populations, natural hazards, and the environment.</p>	<p>PO 1. Evaluate how the processes of natural ecosystems affect, and are affected by, humans.</p>	<p>149-156, 522-528, 529-537, 533-560, 561-566, 567-575</p>
	<p>PO 2. Describe the environmental effects of the following natural and/or human-caused hazards:</p> <ul style="list-style-type: none"> ∞ flooding ∞ drought ∞ earthquakes ∞ fires ∞ pollution ∞ extreme weather 	<p>25-32, 33-39, 40-44, 124-132, 140-148, 149-156, 157-165, 166-172, 529-537, 553-560, 573-576</p>
	<p>PO 3. Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.</p>	<p>529-537, 553-560, 573-576, 546-551</p>
	<p>PO 4. Evaluate the following factors that affect the quality of the environment:</p> <ul style="list-style-type: none"> ∞ urban development ∞ smoke ∞ volcanic dust 	<p>33-39, 40-44</p>
	<p>PO 5. Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.</p>	<p>502-513, 514-521, 522-528, 529-537, 538-545, 546-552</p>

<p>Concept 2: Science and Technology in Society. Develop viable solutions to a need or problem.</p>	<p>PO 1. Analyze the costs, benefits, and risks of various ways of dealing with the following needs or problems:</p> <ul style="list-style-type: none"> ∞ various forms of alternative energy ∞ storage of nuclear waste ∞ abandoned mines ∞ greenhouse gases ∞ hazardous wastes 	<p>561-566, 567-575</p>
	<p>PO 2. Recognize the importance of basing arguments on a thorough understanding of the core concepts and principles of science and technology.</p>	<p>157-165, 566, 602-603, 623</p>
	<p>PO 3. Support a position on a science or technology issue.</p>	<p>328, 350, 566, 596, 606, 616</p>
	<p>PO 4. Analyze the use of renewable and nonrenewable resources in Arizona:</p> <ul style="list-style-type: none"> ∞ water ∞ land ∞ soil ∞ minerals ∞ air 	<p>553-560, 561-565, 567-575, 529-537</p>
	<p>PO 5. Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).</p>	<p>546-552, 529-537</p>
<p>Concept 3: Human Population Characteristics Analyze factors that affect human populations.</p>	<p>PO 1. Analyze social factors that limit the growth of a human population, including:</p> <ul style="list-style-type: none"> ∞ affluence ∞ education ∞ access to health care ∞ cultural influences 	<p>529-537</p>

	PO 2. Describe biotic (living) and abiotic (nonliving) factors that affect human populations.	502-513, 580-589
	PO 3. Predict the effect of a change in a specific factor on a human population.	529-537

Strand 4: Life Science

Life Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

Concept	Performance Standards	Location/Page where Standard is found
Concept 1: The Cell Understand the role of the cell and cellular processes.	PO 1. Describe the role of energy in cellular growth, development, and repair.	522-528, 564-566, 569-575
	PO 2. Compare the form and function of prokaryotic and eukaryotic cells and their cellular components.	580-589
	PO 3. Explain the importance of water to cells.	555-559
	PO 4. Analyze mechanisms of transport of materials (e.g., water, ions, macromolecules) into and out of cells: ∞ passive transport ∞ active transport	
	PO 5. Describe the purposes and processes of cellular reproduction.	580-589

<p>Concept 2: Molecular Basis of Heredity: Understand the molecular basis of heredity and resulting genetic diversity.</p>	<p>PO 1. Analyze the relationships among nucleic acids (DNA, RNA), genes, and chromosomes.</p>	<p>590-596</p>
	<p>PO 2. Describe the molecular basis of heredity, in viruses and living things, including DNA replication and protein synthesis.</p>	<p>590-596</p>
	<p>PO 3. Explain how genotypic variation occurs and results in phenotypic diversity.</p>	<p>590-596</p>
	<p>PO 4. Describe how meiosis and fertilization maintain genetic variation.</p>	<p>597-606</p>
<p>Concept 3: Interdependence of Organisms: Analyze the relationships among various organisms and their environment.</p>	<p>PO 1. Identify the relationships among organisms within populations, communities, ecosystems, and biomes.</p>	<p>502-513</p>
	<p>PO 2. Describe how organisms are influenced by a particular combination of biotic (living) and abiotic (nonliving) factors in an environment.</p>	<p>502-513</p>
	<p>PO 3. Assess how the size and the rate of growth of a population are determined by birth rate, death rate, immigration, emigration, and carrying capacity of the environment.</p>	<p>529-537</p>

<p>Concept 4: Biological Evolution Understand the scientific principles and processes involved in biological evolution.</p>	<p>PO 1. Identify the following components of natural selection, which can lead to speciation:</p> <ul style="list-style-type: none"> ∞ potential for a species to increase its numbers ∞ genetic variability and inheritance of offspring due to mutation and recombination of genes ∞ finite supply of resources required for life ∞ selection by the environment of those offspring better able to survive and produce offspring 	<p>597-606</p>
	<p>PO 2. Explain how genotypic and phenotypic variation can result in adaptations that influence an organism's success in an environment.</p>	<p>597-606</p>
	<p>PO 3. Describe how the continuing operation of natural selection underlies a population's ability to adapt to changes in the environment and leads to biodiversity and the origin of new species.</p>	<p>597-606</p>
	<p>PO 4. Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.</p>	<p>617-623</p>
	<p>PO 5. Analyze how patterns in the fossil record, nuclear chemistry, geology, molecular biology, and geographical distribution give support to the theory of organic evolution through natural selection over billions of years and the resulting present day biodiversity.</p>	<p>607-616</p>

	PO 6. Analyze, using a biological classification system (i.e., cladistics, phylogeny, morphology, DNA analysis), the degree of relatedness among various species.	502-513
Concept 5: Matter, Energy, and Organization in Living Systems (Including Human Systems): Understand the organization of living systems, and the role of energy within those systems.	PO 1. Compare the processes of photosynthesis and cellular respiration in terms of energy flow, reactants, and products.	514-521
	PO 2. Describe the role of organic and inorganic chemicals (e.g., carbohydrates, proteins, lipids, nucleic acids, water, ATP) important to living things.	514-521
	PO 3. Diagram the following biogeochemical cycles in an ecosystem: ∞ water ∞ carbon ∞ nitrogen	553-560, 561-566, 567-575
	PO 4. Diagram the energy flow in an ecosystem through a food chain.	522-528
	PO 5. Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.	522-528, 514-521

Strand 5: Physical Science

Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of the nature of matter and energy, including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

Concept	Performance Standards	Location/Page where Standard is found
Concept 1: Structure and Properties of Matter: Understand physical, chemical, and atomic properties of matter.	PO 1. Describe substances based on their physical properties.	360-365, 436-442, 443-448
	PO 2. Describe substances based on their chemical properties.	360-365, 395-403, 412-418
	PO 3. Predict properties of elements and compounds using trends of the periodic table (e.g., metals, non-metals, bonding – ionic/covalent).	400-411, 412-418, 449-455
	PO 4. Separate mixtures of substances based on their physical properties.	440-441
	PO 5. Describe the properties of electric charge and the conservation of electric charge.	377-384, 419-430
	PO 6. Describe the following features and components of the atom: ∞ protons ∞ neutrons ∞ electrons	366-376, 377-384, 419-430

	<ul style="list-style-type: none"> ∞ mass ∞ number and type of particles ∞ structure ∞ organization 	
	PO 7. Describe the historical development of models of the atom.	366-376, 377-384, 385-394
	PO 8. Explain the details of atomic structure (e.g., electron configuration, energy levels, isotopes).	395-403
Concept 2: Motions and Forces Analyze relationships between forces and motion.	PO 1. Determine the rate of change of a quantity (e.g., rate of erosion, rate of reaction, rate of growth, velocity).	473-479, 329-334
	PO 2. Analyze the relationships among position, velocity, acceleration, and time: <ul style="list-style-type: none"> ∞ graphically ∞ mathematically 	316-322, 329-334
	PO 3. Explain how Newton's 1 st Law applies to objects at rest or moving at constant velocity.	
	PO 4. Using Newton's 2 nd Law of Motion, analyze the relationships among the net force acting on a body, the mass of the body, and the resulting acceleration: <ul style="list-style-type: none"> ∞ graphically ∞ mathematically 	
	PO 5. Use Newton's 3 rd Law to explain forces as interactions between bodies (e.g., a table pushing up on a vase that is pushing down on it; an athlete pushing on a basketball as the ball pushes back on her).	
	PO 6. Analyze the two-dimensional motion of objects by using vectors and their components.	

	PO 7. Give an example that shows the independence of the horizontal and vertical components of projectile motion.	
	PO 8. Analyze the general relationships among force, acceleration, and motion for an object undergoing uniform circular motion.	
	PO 9. Represent the force conditions required to maintain static equilibrium.	
	PO 10. Describe the nature and magnitude of frictional forces.	97-102
	PO 11. Using the Law of Universal Gravitation, predict how the gravitational force will change when the distance between two masses changes or the mass of one of them changes.	91-92
	PO 12. Using Coulomb's Law, predict how the electrical force will change when the distance between two point charges changes or the charge of one of them changes.	419-430
	PO 13. Analyze the impulse required to produce a change in momentum.	
	PO 14. Quantify interactions between objects to show that the total momentum is conserved in both collision and recoil situations.	
Concept 3: Conservation of Energy and Increase in Disorder Understand ways that energy is conserved, stored, and transferred.	PO 1. Describe the following ways in which energy is stored in a system: <ul style="list-style-type: none"> ∞ mechanical ∞ electrical ∞ chemical 	210-215, 264-269, 412-418, 419-430, 270-274, 466-472

	∞ nuclear	
	PO 2. Describe various ways in which energy is transferred from one system to another (e.g., mechanical contact, thermal conduction, electromagnetic radiation.)	210-215, 264-269, 270-280, 281-284, 201-209, 329-334, 466-472, 522-528
	PO 3. Recognize that energy is conserved in a closed system.	466-472, 522-528
	PO 4. Calculate quantitative relationships associated with the conservation of energy.	466-472, 522-528
	PO 5. Analyze the relationship between energy transfer and disorder in the universe (2 nd Law of Thermodynamics).	466-472, 522-528
	PO 6. Distinguish between heat and temperature.	466-472
	PO 7. Explain how molecular motion is related to temperature and phase changes.	466-472
	PO 1. Apply the law of conservation of matter to changes in a system.	446-465
Concept 4: Chemical Reactions Investigate relationships between reactants and products in chemical reactions.	PO 2. Identify the indicators of chemical change, including formation of a precipitate, evolution of a gas, color change, absorption or release of heat energy.	443-448, 456-465, 466-372, 480-490, 491-493
	PO 3. Represent a chemical reaction by using a balanced equation.	456-465

	PO 4. Distinguish among the types of bonds (i.e., ionic, covalent, metallic, hydrogen bonding).	412-416
	PO 5. Describe the mole concept and its relationship to Avogadro's number.	366-376
	PO 6. Solve problems involving such quantities as moles, mass, molecules, volume of a gas, and molarity using the mole concept and Avogadro's number.	366-376
	PO 7. Predict the properties (e.g., melting point, boiling point, conductivity) of substances based upon bond type.	360-365
	PO 8. Quantify the relationships between reactants and products in chemical reactions (e.g., stoichiometry, equilibrium, energy transfers).	456-465, 366-376
	PO 9. Predict the products of a chemical reaction using types of reactions (e.g., synthesis, decomposition, replacement, combustion).	456-465, 449-455
	PO 10. Explain the energy transfers within chemical reactions using the law of conservation of energy.	466-472
	PO 11. Predict the effect of various factors (e.g., temperature, concentration, pressure, catalyst) on the equilibrium state and on the rates of chemical reaction.	473-479
	PO 12. Compare the nature, behavior, concentration, and strengths of acids and bases.	480-489, 443-448
	PO 13. Determine the transfer of electrons in oxidation/reduction reactions.	490-493

Concept 5: Interactions of Energy and Matter Understand the interactions of energy and matter.	PO 1. Describe various ways in which matter and energy interact (e.g., photosynthesis, phase change).	436-442
	PO 2. Describe the following characteristics of waves: ∞ wavelength ∞ frequency ∞ period ∞ amplitude	182-193, 194-200, 201-209
	PO 3. Quantify the relationships among the frequency, wavelength, and the speed of light.	182-193, 194-200
	PO 4. Describe the basic assumptions of kinetic molecular theory.	466-472
	PO 5. Apply kinetic molecular theory to the behavior of matter (e.g., gas laws).	436-442
	PO 6. Analyze calorimetric measurements in simple systems and the energy involved in changes of state.	
	PO 7. Explain the relationship between the wavelength of light absorbed or released by an atom or molecule and the transfer of a discrete amount of energy.	385-394
	PO 8. Describe the relationship among electric potential, current, and resistance in an ohmic system.	
	PO 9. Quantify the relationships among electric potential, current, and resistance in an ohmic system.	

Strand 6: Earth and Space Science

Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live.

Concept	Performance Standards	Location/Page where Standard is found
Concept 1: Geochemical Cycles Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.	PO 1. Identify ways materials are cycled within the Earth system (i.e., carbon cycle, water cycle, rock cycle).	553-560, 561-566, 567-575
	PO 2. Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.	16-24, 45-52, 107-111
	PO 3. Explain how the rock cycle is related to plate tectonics.	45-52
	PO 4. Demonstrate how the hydrosphere links the biosphere, lithosphere, cryosphere, and atmosphere.	533-560
	PO 5. Describe factors that impact current and future water quantity and quality including surface, ground, and local water issues.	533-560
	PO 6. Analyze methods of reclamation and conservation of water.	533-560

	PO 7. Explain how the geochemical processes are responsible for the concentration of economically valuable minerals and ores in Arizona and worldwide.	45-52, 107-111
Concept 2: Energy in the Earth System (Both Internal and External): Understand the relationships between the Earth's land masses, oceans, and atmosphere.	PO 1. Describe the flow of energy to and from the Earth.	522-528
	PO 2. Explain the mechanisms of heat transfer (convection, conduction, radiation) among the atmosphere, land masses, and oceans.	40-44
	PO 3. Distinguish between weather and climate.	40-44
	Internal Energy: PO 4. Demonstrate the relationship between the Earth's internal convective heat flow and plate tectonics.	64-75, 76-86, 87-96, 97-106
	PO 5. Demonstrate the relationships among earthquakes, volcanoes, mountain ranges, mid-oceanic ridges, deep sea trenches, and tectonic plates.	97-106, 107-115
	PO 6. Distinguish among seismic S, P, and surface waves.	133-135, 140-148
	PO 7. Analyze the seismic evidence (S and P waves) used to determine the structure of the Earth.	133-135, 140-148
	PO 8. Describe how radioactive decay maintains the Earth's internal temperature.	87-96

	External Energy:	
	PO 9. Explain the effect of heat transfer on climate and weather.	533-560
	PO 10. Demonstrate the effect of the Earth's rotation (i.e., Coriolis effect) on the movement of water and air.	533-560
	PO 11. Describe the origin, life cycle, and behavior of weather systems (i.e., air mass, front, high and low systems, pressure gradients).	533-560
	PO 12. Describe the conditions that cause severe weather (e.g., hurricanes, tornadoes, thunderstorms).	533-560
	PO 13. Propose appropriate safety measures that can be taken in preparation for severe weather.	533-560
	PO 14. Analyze how weather is influenced by both natural and artificial Earth features (e.g., mountain ranges, bodies of water, cities, air pollution).	533-560
	PO 15. List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).	533-560
	PO 16. Explain the causes and/or effects of climate changes over long periods of time (e.g., glaciation, desertification, solar activity, greenhouse effect).	533-560
	PO 17. Investigate the effects of acid rain, smoke, volcanic dust, urban development, and greenhouse gases, on climate change over various periods of time.	33-39, 40-44

<p>Concept 3: Origin and Evolution of the Earth System Analyze the factors used to explain the history and evolution of the Earth.</p>	<p>Earth Origin/System:</p> <p>PO 1. Describe the scientific theory of the origin of the solar system (solar nebular hypothesis).</p>	
	<p>PO 2. Describe the characteristics, location, and motions of the various kinds of objects in our solar system, including the Sun, planets, satellites, comets, meteors, and asteroids.</p>	
	<p>PO 3. Explain the phases of the Moon, eclipses (lunar and solar), and the interaction of the Sun, Moon, and Earth (tidal effect).</p>	
	<p>Earth History/Evolution:</p> <p>PO 4. Interpret a geologic time scale.</p>	<p>617-623</p>
	<p>PO 5. Distinguish between relative and absolute geologic dating techniques.</p>	<p>617-623</p>
	<p>PO 6. Investigate scientific theories of how life originated on Earth (high temperature, low oxygen, clay catalyst model).</p>	<p>617-623</p>
	<p>PO 7. Describe how life on Earth has influenced the evolution of the Earth's systems.</p>	<p>617-623</p>
	<p>PO 8. Sequence major events in the Earth's evolution (e.g., mass extinctions, glacial episodes) using relative and absolute dating data.</p>	<p>617-623</p>
	<p>PO 9. Analyze patterns in the fossil record related to the theory of organic evolution.</p>	<p>607-616</p>

Concept 4: Origin and Evolution of the Universe: Analyze the factors used to explain the origin and evolution of the universe.	PO 1. Describe the Big Bang Theory as an explanation for the origin of the universe.	
	PO 2. Describe the fusion process that takes place in stars.	
	PO 3. Analyze the evolution of various types of stars using the Hertzsprung-Russell (HR) diagram	
	PO 4. Compare the evolution (life cycles) of stars of different masses (low and high mass).	
	PO 5. Explain the formation of the light elements in stars and the heavier elements (what astronomers call “metals”) in supernova explosions.	
	PO 6. Explain the evolution and life cycles of galaxies.	