

Event-Based Science Series

Correlated to:

New York Core Curriculum, Intermediate Level Science (Grades 5-8)

CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Standard 1—Analysis, Inquiry, and Design	
MATHEMATICAL ANALYSIS:	
Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.	
Key Idea 1: <i>Abstraction and symbolic representation are used to communicate mathematically.</i>	
M1.1 Extend mathematical notation and symbolism to include variables and algebraic expressions in order to describe and compare quantities and express mathematical relationships.	<p>Can be developed using the following:</p> <p>Flood SE: 10, 20, 30, 37, 47-48, 56-57 TE: 7, 9-17, 24-25</p> <p>Hurricane SE: 20-21, 53 TE: 6-7, 22-23</p> <p>Tornado SE: 13-14, 52, 54 TE: 5-7, 22-23, 26-27</p> <p>Fire SE: 63, 67-69 TE: 22-23, 26-27</p> <p>Asteroid SE: 10, 42-43, 50-52 TE: 6-7, 14-19, 22-23</p> <p>Earthquake SE: 34, 40-41, 43 TE: 12-17, 20-21</p> <p>Volcano SE: 14, 27-28, 30, 49-50, 57 TE: 8-13, 18-19, 21</p> <p>Toxic Leak SE: 34, 36-37 TE: 18-19, 22</p> <p>Survive SE: 18, 30, 32, 59 TE: 32, 36, 58-59</p> <p>Outbreak SE: 28, 30, 38, 44, 48, 51, 58 TE: 14, 16-17, 19, 22, 25, 29, 34</p> <p>Global Warming SE: 8, 25, 41, 53, 61 TE: 6, 9, 13, 17, 24-26, 29</p> <p>Oil Spill SE: 14, 22-24, 26, 30, 38-39, 45 TE: 6, 8, 14, 18, 20, 24, 26-27, 30</p>

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<p align="right">(Continued)</p> <p>M1.1 Extend mathematical notation and symbolism to include variables and algebraic expressions in order to describe and compare quantities and express mathematical relationships.</p>	<p align="right">(Continued)</p> <p>Fraud SE: 11, 21, 25, 28, 32, 41, 44 TE: 5, 9, 12, 14, 17-18, 21, 25</p> <p>Trill Ride SE: 11, 21, 28, 38,49 TE: 4, 8, 12, 18, 24</p> <p>Blackout SE: 30, 52, 60-61 TE: 32, 43, 47, 49</p> <p>First Flight SE: 8, 21, 52-53 TE: 4, 11, 21-23</p> <p>Gold Rush SE: 8, 16, 26, 30, 51-54 TE: 20, 26-27, 30-31, 37</p> <p>Blight SE: 10, 27, 52-53 TE: 5, 10, 23, 25</p> <p>Gold Medal SE: 20, 36, 46-48 TE: 12, 18, 20-22</p>
<p>M1.1a identify independent and dependent variables</p>	<p>Can be developed using the following</p> <p>Flood SE: 48-49 TE: 16-17</p> <p>Hurricane SE: 20-21, 25, 37 TE: 10, 14-15, 67</p> <p>Tornado SE: 7, 10, 13-14, 41, 52, 54, 56 TE: 4-10, 17-19, 22-23, 26-27, 31</p> <p>Fire SE: 5-6, 8-9, 15, 67 TE: 4-5, 7-12, 9-21, 26-27</p> <p>Asteroid SE: 23-24, 35, 43, 53 TE: 8-10, 12-13, 16, 24-25</p> <p>Earthquake SE: 14, 34, 43-45 TE: 12-13, 20-24</p> <p>Volcano SE: 5, 27-28, 58 TE: 6-7, 10-11, 23-24</p> <p>Toxic Leak SE: 26-27 TE: 8, 12-13</p>

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<p align="right">(Continued)</p> <p>M1.1a identify independent and dependent variables</p>	<p align="right">(Continued)</p> <p>Survive SE: 30-31 TE: 15-17</p> <p>Gold Medal SE: 36-37, 48 TE: 12-13, 22-23</p> <p>Gold Rush SE: SE: 28-29, 53-54 TE: 12-15, 30-31</p> <p>First Flight SE: 32-33, 52 TE: 14-15, 21-22</p> <p>Blackout SE: 48-49 TE: 36-42</p> <p>Thrill Ride SE: 50 TE: 26-27</p>
<p>M1.1b identify relationships among variables including: direct, indirect, cyclic, constant; identify non-related material</p>	<p>Can be developed using the following</p> <p>Flood SE: 10-11, 37 TE: 6-7</p> <p>Hurricane SE: 20-21, 25, 37, 52-54 TE: 6-7, 10, 14-15, 22-25</p> <p>Tornado SE: 7, 10, 32, 41, 46, 52, 54 TE: 8, 10, 12, 15, 17, 20, 22, 26</p> <p>Fire SE: 5-6, 8-9, 15, 40-41, 59, 67-68 TE: 4-5, 7-12, 16-17, 19, 26-29</p> <p>Asteroid SE: 23-24, 42-43, 50-52 TE: 8-9, 14-17, 20-23</p> <p>Earthquake SE: 23, 34, 43-44 TE: 8-9, 12-13, 20-23</p> <p>Volcano SE: 30, 49-50, 59 TE: 12-13, 18-19, 25-26</p> <p>Toxic Leak SE: 16, 20, 26-27, 36-37 TE: 8-13, 22</p> <p>Survive SE: 58, 60 TE: 30, 34</p>

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<p align="right">(Continued)</p> <p>M1.1b identify relationships among variables including: direct, indirect, cyclic, constant; identify non-related material</p>	<p align="right">(Continued)</p> <p>Blight SE: 53-54 TE: 25-28</p> <p>Gold Medal SE: 20-21 TE: 8-11</p> <p>First Flight SE: 32-33 TE: 14-16</p> <p>Thrill Ride SE: 38-39 TE: 18-19</p> <p>Oil Spill SE: 45-46 TE: 24-25</p> <p>Outbreak SE: 50 TE: 32-33;</p> <p>Blight SE: 10, 27, 52-53 TE: 5, 10, 23, 25</p> <p>Gold Medal SE: 20, 36, 46-48 TE: 12, 18, 20-22</p>
<p>M1.1c apply mathematical equations to describe relationships among variables in the natural world</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 20, 30, 37, 48, 55-57, 67 TE: 7, 9-17, 24-25</p> <p>Hurricane SE: 20-21, 52-53 TE: 6-7, 22-23</p> <p>Tornado SE: 13-14, 52, 54 TE: 5-7, 22-23, 26-27</p> <p>Fire SE: 5-6, 8-9, 15, 40-41, 59, 63, 67-69 TE: 4-5, 7-12, 16-17, 19, 22-23, 26-29</p> <p>Asteroid SE: 10, 42-43, 50-52 TE: 6-7, 14-19, 22-23</p> <p>Earthquake SE: 23, 29, 34, 40-41, 43 TE: 8-10, 12-17, 20-21</p> <p>Volcano SE: 14, 27-28, 30, 49-50, 57, 59 TE: 8-13, 18-19, 21, 25-26</p>

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<p align="right">(Continued)</p> <p>M1.1c apply mathematical equations to describe relationships among variables in the natural world</p>	<p align="right">(Continued)</p> <p>Toxic Leak SE: 34, 36-37 TE: 18-19, 22</p> <p>Survive SE: 18, 30, 32, 59 TE: 32, 36, 58-59</p> <p>Outbreak SE: 28, 30, 38, 44, 48, 51, 58 TE: 14, 16-17, 19, 22, 25, 29, 34-35</p> <p>Global Warming SE: 8, 25, 41, 53, 60-61 TE: 6, 9, 13, 17, 22-26, 29</p> <p>Oil Spill SE: 14, 22-24, 26, 30, 38-39, 45 TE: 6, 8, 14, 18, 20, 24, 26-27, 30</p> <p>Fraud SE: 11, 21, 25, 28, 32, 41, 44 TE: 5, 9, 12, 14, 17-18, 21, 25</p> <p>Trill Ride SE: 11, 21, 28, 38,41, 49 TE: 4, 8, 12, 18, 21-22, 24</p> <p>Blackout SE: 30, 52, 60-62 TE: 32, 43, 47-50</p> <p>First Flight SE: 8, 21, 52-53 TE: 4, 11, 21-23</p> <p>Gold Rush SE: 8, 16, 26, 30, 51-54 TE: 20, 26-27, 30-31, 37</p>
<p>Key Idea 2: <i>Deductive and inductive reasoning are used to reach mathematical conclusions.</i></p>	
<p>M2.1 Use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena.</p>	<p>Can be developed using the following</p> <p>Flood SE: 5, 10, 20-21, 30, 37, 49, 53-58, 60-61 TE: 1, 7-9, 12-19, 21, 24-25, 31</p> <p>Hurricane SE: 2, 11-14, 20-21, 25-26, 28 TE: 1-7, 10-13, 18-21</p> <p>Tornado SE: 7, 10, 12-14, 19, 32, 41, 46, 52-54 TE: 2-13, 15, 17-19, 20-22, 24-27</p> <p>Fire SE: 1-4, 15, 27, 59, 63, 66-67, 70-77 TE: 1-3, 11-12, 14, 19-22, 24, 26-28, 30, 32</p> <p>Asteroid SE: 10, 42-43, 50-54</p>

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<p align="right">(Continued)</p> <p>M2.1 Use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena.</p>	<p align="right">(Continued)</p> <p>Asteroid TE: 6-7, 14-18, 20, 22, 24, 26-29</p> <p>Volcano SE: 5, 10-14, 27-28, 30, 49-50, 57-58 TE: 2-13, 18-19, 21-24</p> <p>Survive SE: 59 TE: 32</p> <p>Gold Medal SE: 47 TE: 20-21</p> <p>Oil Spill SE: 45 TE: 24-25</p> <p>Thrill Ride SE: 48, 50 TE: 22-23, 26-27</p> <p>First Flight SE: 53 TE: 23-24</p> <p>Blight SE: 53 TE: 25-2</p>
<p>M2.1a interpolate and extrapolate from data</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 13, 20-21, 30-31, 37-38, 48-49, 52-53, 55-57 TE: 7, 12-15, 23-25</p> <p>Hurricane SE: 20-21, 25-26, 37, 52 TE: 6-7, 10, 12, 14, 22, 32-42</p> <p>Tornado SE: 7, 14, 41, 46, 52-54 TE: 6-9, 17-22, 24-27, 34-44, 45-55, 56-61</p> <p>Fire SE: 8-9, 15, 63, 67 TE: 7-10, 11-13, 22-23, 26-27</p> <p>Outbreak SE: 51 TE: 34-35</p> <p>Asteroid SE: 10, 23-24, 42, 51 TE: 6-9, 14-17, 20</p> <p>Earthquake SE: 14, 34, 40, 44-45 TE: 6-7, 12-15, 22-23</p>

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(Continued)	(Continued)
M2.1a interpolate and extrapolate from data	<p>Volcano SE: 5, 27-28, 37, 49-50, 57, 59, 61 TE: 6-7, 10-11, 14-15, 18-19, 21-22, 25, 29</p> <p>Survive SE: 48 TE: 23</p> <p>Gold Medal SE: 36, 48, 50 TE: 12, 22, 26</p> <p>Blight SE: 52 TE: 23-24</p> <p>Gold Rush SE: 20, 28, 37, 51, 53-54 TE: 8-13, 16-17, 26-27, 30-31</p> <p>Global Warming SE: 60 TE: 22-23</p> <p>Oil Spill SE: 38, 45 TE: 14-15, 26-27</p> <p>Fraud SE: 11-12 TE: 6-7</p> <p>Thrill Ride SE: 38-39, 50 TE: 18-19, 26-27</p> <p>Blackout SE: 48-49, 60-61 TE: 36-42, 47-48</p> <p>First Flight SE: 52-53 TE: 21-24</p> <p>Gold Rush SE: 53-54 TE: 30-31</p>
M2.1b quantify patterns and trends	<p>Can be developed using the following</p> <p>Flood SE: 13, 30-31, 37-38, 48-49, 52-53 TE: 12-17</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-54 TE: 6-10, 12, 14, 22, 24-25, 43</p> <p>Tornado SE: 8-10, 18-19, 30, 32, 36, 41, 50, 53-54 TE: 10-13, 15, 17-19, 22, 24-27</p>

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<p align="right">(Continued)</p> <p>M2.1b quantify patterns and trends</p>	<p align="right">(Continued)</p> <p>Fire SE: 8-9, 27, 59, 68 TE: 7-8, 14-15, 19-21, 28-29</p> <p>Asteroid SE: 10, 23-24, 43, 50-52 TE: 6-7, 9-10, 16-21</p> <p>Earthquake SE: 14-15, 34, 40-41, 43-45 TE: 6-7, 12, 15-17, 20-23</p> <p>Volcano SE: 5, 27-28, 30, 39, 55, 58 TE: 6-7, 10-13, 23-24</p> <p>Blight SE: 53-54 TE: 30-31</p> <p>Gold Rush SE: 51 TE: 26-27</p> <p>Outbreak SE: 51 TE: 34-35</p> <p>Toxic Leak SE: 20-21 TE: 10-11</p> <p>Blackout SE: 48-49, 52; TE: 36-38, 43-44</p> <p>Gold Medal SE: 48 TE: 22-23</p> <p>Survive SE: 59 TE: 32-33</p> <p>First Flight SE: 21-22 TE: 11-13</p> <p>Oil Spill SE: 22-23 TE: 9-12</p> <p>Global Warming SE: 25-26, 53, 61-62 TE: 9-11, 17-19, 24-26</p> <p>Fraud SE: 21-22 TE: 9-11</p>

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Key Idea 3: <i>Critical thinking skills are used in the solution of mathematical problems.</i>	
<p>M3.1 Apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts, and tables.</p>	<p>Can be developed using the following</p> <p>Flood SE: 3-5, 10, 20-21, 30-31, 48-49, 55-57 TE: 1-5, 13-19, 24-25</p> <p>Hurricane SE: 1-2, 11-14, 20-21, 25-26, 37, 52</p> <p>Oil Spill SE: 43-44 TE: 20-21</p> <p>Global Warming SE: 61-62 TE: 24-26</p> <p>Outbreak SE: 50 TE: 32-33</p> <p>Tornado SE: 7, 10, 19, 32, 41, 46, 52-57 TE: 8, 10, 12, 15, 17, 20, 22, 24, 26</p> <p>Fire SE: 8-9, 15, 27, 40-41, 59, 67-68 TE: 7-8, 11-12, 14, 16-17, 19, 26-27</p> <p>Asteroid SE: 1-2, 10, 23-24, 35, 42-43, 51, 53 TE: 2-3, 6-9, 12-15, 20, 24</p> <p>Earthquake SE: 14-15, 29, 34, 40, 44-45 TE: 6-7, 10-15, 22-23</p> <p>Volcano SE: 14, 27-28, 49-50, 59 TE: 8-11, 18-19, 25-26</p> <p>Survive SE: 21-22, 59 TE: 13-14, 32-33</p> <p>Gold Medal SE: 47-48 TE: 20-23</p> <p>Blight SE: 52 TE: 23-24</p> <p>First Flight SE: 52 TE: 21-22</p> <p>Blackout SE: 60-61 TE: 47-48</p>

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<p align="right">(Continued)</p> <p>M3.1 Apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts, and tables.</p>	<p align="right">(Continued)</p> <p>Thrill Ride SE: 49-50 TE: 24-26</p> <p>Fraud SE: 43 TE: 23-24</p>
<p>M3.1a use appropriate scientific tools to solve problems about the natural world</p>	<p>Can be developed using the following</p> <p>Flood SE: 6, 10, 20, 30-31, 37, 48, 52-53, 55 TE: 4, 7, 9-11, 13, 15, 17, 19, 23</p> <p>Hurricane SE: 5-9, 17, 19, 23, 25-26, 28, 30, 36, 38, 41, 44 TE: 10, 12-13, 28</p> <p>Tornado SE: 3-6, 15-17, 24-26, 28, 35, 37-40, 42-43, 47, 49 TE: 3, 9, 11, 14, 16, 19, 21, 23, 25, 27</p> <p>Fire SE: 10, 14, 24, 26, 32, 34, 38-39, 44, 46, 50, 53-54 TE: 7-8, 14-17, 19, 22, 24, 28, 32</p> <p>Asteroid SE: 1-4, 6, 11-12, 15, 18, 20-22, 26-28, 31-34, 37, 42, 45, 47-49 TE: 2, 7, 10, 13, 17, 21, 23, 28</p> <p>Earthquake SE: 13, 16-17, 19-22, 28, 30-31 TE: 1-2, 23, 34</p> <p>Volcano SE: 3-4, 6, 17, 24-26, 28-29, 31, 38-40, 43, 51-52, 54-56 TE: 6-10, 21, 23, 25, 18</p> <p>Outbreak SE: 5, 28, 30, 48 TE: 14-15, 17-21, 29-30</p> <p>Global Warming SE: 25, 41, 61 TE: 9, 13, 24</p> <p>Oil Spill SE: 22-23, 38-39, 43-44 TE: 8-9, 14-16, 18, 20-23</p> <p>Fraud SE: 11-12, 21, 25, 33 TE: 5-13, 18</p> <p>Thrill Ride SE: 11, 21-22, 28-29, 38 TE: 4-14, 18-20</p>

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<p align="right">(Continued)</p> <p>M3.1a use appropriate scientific tools to solve problems about the natural world</p>	<p align="right">(Continued)</p> <p>Blackout SE: 10, 26, 30-31 TE: 20, 28, 32, 34</p> <p>First Flight SE: 8, 16, 21, 32 TE: 8, 11, 14, 48</p> <p>Gold Rush SE: 20, 28, 37, 51 TE: 8, 12, 16, 26</p> <p>Blight SE: 10, 19, 35, 51 TE: 5, 8, 10, 13, 21</p> <p>Gold Medal SE: 10, 18, 28, 36, 47</p>
SCIENTIFIC INQUIRY:	
Key Idea 1: <i>The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.</i>	
<p>S1.1 Formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations.</p>	<p>Can be developed using the following</p> <p>Flood SE: 1-5, 10, 20-21, 30, 37, 48-49, 55, 60-61 TE: 1-3, 6, 8, 12, 14-17, 22, 24-25, 30-31</p> <p>Hurricane SE: 2-4, 11-14, 21, 25-26, 32-35, 42-43, 52 TE: 1-3, 7, 10, 12, 22-23, 26, 28-29</p> <p>Tornado SE: 2, 11, 16, 21, 23, 26-27, 29, 31, 34, 38, 45-46, 48-49, 51 TE: 1, 5, 8, 10, 12-13, 15, 17, 22-23, 25-26, 28, 31</p> <p>Fire SE: 1-2, 6, 16-19, 22-23, 25, 35-37, 49, 51, 60 TE: 1-2, 7, 11, 19, 28-29, 31-33</p> <p>Asteroid SE: 1-2, 5, 7-8, 17, 25, 29, 31, 36, 38-41, 44, 48 TE: 3-5, 8-9, 13, 15, 19, 22, 27, 29</p> <p>Earthquake SE: 2-10, 14-15, 18, 26, 28-29, 35, 38-39, 41-42 TE: 1-7, 10-11, 16-19</p> <p>Volcano SE: 1-2, 7, 9, 18, 22, 36, 40, 45, 48, 55-56 TE: 1-7, 12-13, 21-25, 29</p> <p>See also VHS Videos Fire!, CNN’s “Alabama Tornado” and Belated Early Warning, CNN’s The Big Story: The Quake of ’89, WSOC-TV’s Paw Creek: Neighbors in Fear, Give Me the Tides, Give Me the Currents, CNN’s Impact Crater, and CNN’s The Mt. Pinatubo Eruption.</p>

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<p>S1.1a formulate questions about natural phenomena</p>	<p>Can be developed using the following</p> <p>Flood SE: 1-5, 10, 20-21, 30, 37, 48-49, 55, 60-61 TE: 1-3, 6, 8, 12, 14-17, 22, 24-25, 30-31</p> <p>Hurricane SE: 2-4, 11-14, 21, 25-26, 32-35,42-43, 52 TE: 1-3, 7, 10, 12, 22-23, 26, 28-29</p> <p>Tornado SE: 2, 11, 16, 21, 23, 26-27, 29, 31, 34, 38, 45-46, 48-49, 51 TE: 1, 5, 8, 10, 12-13, 15, 17, 22-23, 25-26, 28, 31</p> <p>Fire SE: 3-6, 16-19, 22-23, 25, 27, 35-37, 40, 49, 51, 60 TE: 2-6, 11, 14, 16, 19,22, 24, 28-29, 31-33</p> <p>Asteroid SE: 5, 7-8, 17, 25, 29, 31, 36, 38-41, 44, 48 TE: 3-5, 8-9, 13, 15, 19, 22, 27, 29</p> <p>Earthquake SE: 6-10, 14-15, 18, 26, 28-29, 35, 38-39, 41-42 TE: 1-7, 10-11, 16-19</p> <p>Volcano SE: 1-2, 5, 14, 27-28, 37, 49-50 TE: 1-7, 12-15, 18-19, 21-25, 29</p>
<p>S1.1b identify appropriate references to investigate a question</p>	<p>Can be developed using the following</p> <p>Flood SE: 6, 21-22, 30-31, 49, 52, 59 TE: 4, 10, 12-13, 15, 17-18, 28</p> <p>Hurricane SE: 2-8, 10-11, 15, 17-19, 23-24, 27-30, 32-36, 38, 40-44 TE: 1, 7, 10, 12, 24, 26, 30-31</p> <p>Tornado SE: 1-5, 7, 10-14, 19, 21, 26-27, 29, 31-32, 34, 38-39, 41, 44-45, 48, 51 TE: 1-8, 10, 12-13, 15, 17, 20, 22, 24, 26, 28</p> <p>Fire SE: 1-2, 7, 11-13, 20, 28-31, 33, 37, 41-43, 47-48, 56, 61 TE: 1-5, 7, 14, 17, 20-22, 24, 26, 28, 30</p> <p>Asteroid SE: 8-9, 13-14, 17, 19, 25, 29-30, 44, 46' TE: 2-5, 8, 12, 14, 18, 22, 24</p> <p>Earthquake SE: 1-6, 10, 14, 24, 29, 32-34, 40-44 TE: 6, 8, 10, 12, 14, 16, 18, 20, 22, 27-28</p>

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<p align="right">(Continued)</p> <p>S1.1b identify appropriate references to investigate a question</p>	<p align="right">(Continued)</p> <p>Volcano SE: 3, 6, 17, 19, 23-24, 28-29, 31, 35, 38-39, 43-44, 51-52, 54-55 TE: 6-7, 10-11, 18-19</p> <p>See also VHS Videos Fire!, CNN’s “Alabama Tornado” and Belated Early Warning, CNN’s The Big Story: The Quake of ’89, WSOC-TV’s Paw Creek: Neighbors in Fear, Give Me the Tides, Give Me the Currents, CNN’s Impact Crater, and CNN’s The Mt. Pinatubo Eruption.</p>
<p>S1.1c refine and clarify questions so that they are subject to scientific investigation</p>	<p>Can be developed using the following</p> <p>Flood SE: 2, 10, 20-21, 30, 37, 48-49, 53-55, 58-59 TE: 1, 6, 8, 12, 14, 17, 19-20, 22, 26, 28, 31</p> <p>Hurricane SE: 20-21, 25-26, 37, 39 TE: 2-7, 10, 12, 14, 16, 18, 22, 24, 28</p> <p>Tornado SE: 2, 7, 10, 19-20, 32, 41, 46, 52-53, 56 TE: 1, 8, 10, 12-13, 15, 17, 20, 22, 24, 28, 31</p> <p>Fire SE: 15, 27, 40, 59, 63, 66-68, 70 TE: 7, 11, 14, 16, 19, 22, 24, 26, 28</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 2-3, 6, 8, 12, 14, 18, 22, 24</p> <p>Earthquake SE: 2-9, 41-45 TE: 1-5, 16-20, 22-23</p> <p>Volcano SE: 5, 14-15, 27-28, 30, 37, 49-50, 57-59 TE: 6, 8, 10, 12-14, 18, 21, 23, 25</p>
<p>S1.2 Construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena.</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 20-22, 30, 37, 48-49, 52-56, 59-61 TE: 6, 12-13, 16, 18, 20-22, 24-25, 29-30</p> <p>Hurricane SE: 21, 25-26, 37, 52-54 TE: 7, 9, 11, 13, 15, 18-21, 23-24, 27, 30-31</p> <p>Tornado SE: 12-14, 32, 41, 46, 53-56 TE: 2, 11, 15, 17, 20, 24, 26, 28, 31</p> <p>Fire SE: 1-2, 9, 15, 59, 63, 67-71 TE: 1, 8, 10-11, 19-22, 26, 28, 30, 32</p>

Event-Based Science Series

Correlated to:

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>S1.2 Construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena.</p>	<p align="right">(Continued)</p> <p>Asteroid SE: 10, 23-24, 35, 42, 51-53 TE: 6-10, 12-15, 22-24</p> <p>Earthquake SE: 1-5, 11-12, 25, 30-33, 35-38 TE: 2-7, 10-11, 16-19</p> <p>Volcano SE: 5, 14, 27, 30, 37, 49 TE: 6-7, 12-13, 21-22, 25, 29</p>
<p>S1.2a independently formulate a hypothesis</p>	<p>Can be developed using the following</p> <p>Flood SE: 3-5, 10, 20, 30, 37, 48, 56-57 TE: 2-3, 5-6, 8, 12, 14, 16, 24-25, 37, 39</p> <p>Hurricane SE: 1-2, 12-14, 18, 24-27, 40-41 TE: 1-5, 10-11, 13, 16, 26</p> <p>Tornado SE: 1, 3, 8, 12-14, 18, 30, 32, 36, 39, 41, 46, 50, 53-56 TE: 2-10, 15, 17, 20, 24, 26, 28, 31</p> <p>Fire SE: 1-2, 7, 11, 20-22, 28-29, 33, 41-43, 52, 56-59, 61 TE: 1-6, 10-11, 19-22, 28, 30, 32</p> <p>Asteroid SE: 1-8, 14, 19, 29-30, 46 TE: 2-5, 10, 23-24, 35</p> <p>Earthquake SE: 1, 8, 10, 14, 24, 26, 28, 32, 35, 38-39 TE: 1-7, 10-11, 16-19</p> <p>Volcano SE: 13, 16, 18, 21, 23, 35, 44, 46, 61 TE: 1, 6-7, 12-13, 21-22, 25, 29</p>
<p>S1.2b propose a model of a natural phenomenon</p>	<p>Can be developed using the following</p> <p>Flood SE: 55, 58 TE: 22-23, 26-27</p> <p>Volcano SE: 5, 14, 59 TE: 6-9, 25-26</p> <p>Asteroid SE: 42-43, 50-51 TE: 14-17, 18-20</p> <p>Earthquake SE: 29, 41, 43 TE: 10-11, 16-17, 20-21</p>

Event-Based Science Series

Correlated to:

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>S1.2b propose a model of a natural phenomenon</p>	<p align="right">(Continued)</p> <p>Fire SE: 27, 40 TE: 14-17</p> <p>Tornado SE: 32, 52-53 TE: 15-16, 22-24</p> <p>Hurricane SE: 47-48 TE: 18-19</p>
<p>S1.2c differentiate among observations, inferences, predictions, and explanations</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 30, 37, 48-49, 53, 55 TE: 12, 14-17, 19, 22</p> <p>Hurricane SE: 20-21, 25-26, 37, 39, 53 TE: 6-7, 10, 12, 14, 16, 18-21, 24</p> <p>Tornado SE: 7, 10, 19, 32, 41, 46, 52-54, 56 TE: 8-11, 15, 17, 20, 22, 24, 26, 31</p> <p>Fire SE: 8-9, 15, 40-41, 59, 63, 66-67 TE: 7-12, 16-17, 19-22, 24, 27</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 26</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 5, 27-28, 37, 49-50, 59 TE: 6-7, 10-11, 14-15, 18-19, 25-26</p>
<p>S1.3 Represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others.</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 37, 49, 53-55, 57-58, 60-62 TE: 11, 13-15, 17, 19, 21-23, 25-27, 29, 31-32</p> <p>Hurricane SE: 25-26, 37, 52-53 TE: 9, 11, 13, 15, 22-24, 26-28, 30-31</p> <p>Tornado SE: 12-14, 22-23, 33-34, 44-45, 57-60 TE: 9, 11, 14, 16, 19, 21, 25, 27, 29-31</p> <p>Fire SE: 9, 15, 27, 41, 59, 63, 71-73 TE: 10-11, 13-15, 17-19, 21, 23, 25, 29, 31-35</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
(Continued)	(Continued)
<p>S1.3 Represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others.</p>	<p>Asteroid SE: 10, 23-24, 43, 51-52, 54-56 TE: 7-10, 17, 21, 23, 26-32</p> <p>Earthquake SE: 29, 40-45 TE: 7, 9, 11, 13, 15-21</p> <p>Volcano SE: 5, 14, 27-28, 30, 37, 50, 57, 59, 61 TE: 7, 9, 11, 13, 15, 19, 22, 24, 28, 30</p>
<p>S1.4 Seek to clarify, to assess critically, and to reconcile with their own thinking the ideas presented by others, including peers, teachers, authors, and scientists.</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 21, 58, 60-62 TE: 6-7, 11, 14-15, 17, 26-27, 29, 30-32</p> <p>Hurricane SE: 12-14, 21, 26, 53 TE: 3-5, 7, 13, 18, 24, 27-28, 30-31</p> <p>Tornado SE: 12-14, 22-23, 44-45, 57-60 TE: 9, 11, 14, 21, 25, 29-31</p> <p>Fire SE: 9, 27, 40-41, 59, 63, 66, 71-73 TE: 10-11, 14, 16-17, 19, 21, 23-25, 32-35</p> <p>Asteroid SE: 1-7, 54-56 TE: 3-6, 26, 29</p> <p>Earthquake SE: 1, 10, 18, 24, 28, 32, 35, 38-39 TE: 7, 9, 11, 13, 15-23, 25-26</p> <p>Volcano SE: 8, 10-13, 16, 33, 41, 46 TE: 1-2, 7, 9, 11, 13, 15, 19, 22, 24, 28, 30</p>
<p>Key Idea 2: <i>Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.</i></p>	
<p>S2.1 Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information.</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 30, 37, 48-49, 53, 55 TE: 12, 14-17, 19, 22</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-53 TE: 6-7, 12-13, 22-24</p> <p>Tornado SE: 7, 10, 19, 32, 41, 46, 52-54, 56 TE: 8-11, 15, 17, 20, 22, 24, 26, 31</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>S2.1 Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information.</p>	<p align="right">(Continued)</p> <p>Fire SE: 8-9, 15, 40-41, 59, 63, 66-67 TE: 7-12, 16-19, 21-22, 24, 27</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 26</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>
<p>S2.1a demonstrate appropriate safety techniques</p>	<p>Can be developed using the following</p> <p>Flood SE: 1, 6, 30, 37, 48, 50-51, 59 TE: 3-4, 12, 14, 28</p> <p>Hurricane SE: 20, 23, 27, 42, 53-54 TE: 6, 24-25</p> <p>Tornado SE: 15-17, 28, 32, 35-37, 53, 56 TE: 15, 24, 31</p> <p>Fire SE: 27, 32-37, 44-45, 50-53, 59, 62-64, 66, 68 TE: 14-15, 19-24, 28-29</p> <p>Asteroid SE: 10, 42-44, 50-52, 54 TE: 6, 14, 18, 22, 26</p> <p>Earthquake SE: 23-25, 29, 34, 43 TE: 8-11, 20</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>
<p>S2.1b conduct an experiment designed by others</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 30, 37, 48-49, 53, 55 TE: 12, 14-17, 19, 22</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-53 TE: 6-7, 12-13, 22-24</p> <p>Tornado SE: 7, 10, 19, 32, 41, 46, 52-54, 56 TE: 8-11, 15, 17, 20, 22, 24, 26, 31</p>

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<p align="right">(Continued)</p> <p>S2.1b conduct an experiment designed by others</p>	<p align="right">(Continued)</p> <p>Fire SE: 8-9, 15, 40-41, 59, 63, 66-67 TE: 7-12, 16-19, 21-22, 24, 27</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 26</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>
<p>S2.1c design and conduct an experiment to test a hypothesis</p>	<p>Can be developed using the following</p> <p>Flood SE: 3-5, 10, 20, 30, 37, 48, 56-57 TE: 2-3, 5-6, 8, 12, 14, 16, 24-25, 37, 39</p> <p>Hurricane SE: 1-2, 12-14, 18, 24-27, 40-41 TE: 1-5, 10-11, 13, 16, 26</p> <p>Tornado SE: 1, 3, 8, 12-14, 18, 30, 32, 36, 39, 41, 46, 50, 53-56 TE: 2-10, 15, 17, 20, 24, 26, 28, 31</p> <p>Fire SE: 1-2, 7, 11, 20-22, 28-29, 33, 41-43, 52, 56-59, 61 TE: 1-6, 10-11, 19-22, 28, 30, 32</p> <p>Asteroid SE: 1-8, 14, 19, 29-30, 46 TE: 2-5, 10, 23-24, 35</p> <p>Earthquake SE: 1, 8, 10, 14, 24, 26, 28, 32, 35, 38-39 TE: 1-7, 10-11, 16-19</p> <p>Volcano SE: 13, 16, 18, 21, 23, 35, 44, 46, 61 TE: 1, 6-7, 12-13, 21-22, 25, 29</p>
<p>S2.1d use appropriate tools and conventional techniques to solve problems about the natural world, including:</p>	<p>Can be developed using the following</p> <p>Flood SE: 6, 10, 12-13, 15-21, 22, 30-31, 37, 48-49, 52-53, 55 TE: 4, 7, 6-13, 15-19, 22-23</p> <p>Hurricane SE: 5-10, 17, 19, 23, 25-26, 28, 30, 36, 38, 41-44 TE: 9-13, 15-19, 22-23, 28</p> <p>Tornado SE: 3-6, 15-17, 24-26, 28, 35, 37-40, 42-43, 47</p>

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<p align="right">(Continued)</p> <p>S2.1d use appropriate tools and conventional techniques to solve problems about the natural world, including:</p>	<p align="right">(Continued)</p> <p>Tornado SE: 49 TE: 3, 9, 11, 14, 16, 19, 21, 23, 25, 27</p> <p>Fire SE: 10, 14, 24, 26, 32, 34, 38-39, 44, 46, 50, 53-54 TE: 7-8, 14-17, 19, 22, 24, 28, 32</p> <p>Asteroid SE: 1-4, 6, 11-12, 15, 18, 20-22, 26-28, 31-34, 37, 42, 45, 47-49 TE: 2, 7, 10, 13, 17, 21, 23, 28</p> <p>Earthquake SE: 13, 16-17, 19-22, 28, 30-31 TE: 1-2, 6, 8, 10, 12, 14, 20, 23, 34</p> <p>Volcano SE: 3-6, 14, 17, 24-28, 28-31, 37-40, 43, 49-52, 54-59, 61 TE: 6-15, 18-19, 21-25, 23, 25, 29</p>
<ul style="list-style-type: none"> Measuring 	<p>Can be developed using the following</p> <p>Flood SE: 21, 30, 37, 48-49, 53, 55 TE: 12, 14-17, 19, 22</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-53 TE: 6-7, 12-13, 22-24</p> <p>Tornado SE: 7, 10, 19, 32, 41, 46, 52-54, 56 TE: 8-11, 15, 17, 20, 22, 24, 26, 31</p> <p>Fire SE: 8-9, 15, 40-41, 59, 63, 66-67 TE: 7-12, 16-19, 21-22, 24, 27</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 26</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>
<ul style="list-style-type: none"> Observing 	<p>Can be developed using the following</p> <p>Flood SE: 21, 30, 37, 48-49, 53, 55 TE: 12, 14-17, 19, 22</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-53</p>

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<p align="right">(Continued)</p> <ul style="list-style-type: none"> Observing 	<p align="right">(Continued)</p> <p>Hurricane TE: 6-7, 12-13, 22-24</p> <p>Tornado SE: 7, 10, 19, 32, 41, 46, 52-54, 56 TE: 8-11, 15, 17, 20, 22, 24, 26, 31</p> <p>Fire SE: 8-9, 15, 40-41, 59, 63, 66-67 TE: 7-12, 16-19, 21-22, 24, 27</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 26</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>
<ul style="list-style-type: none"> Describing 	<p>Can be developed using the following</p> <p>Flood SE: 3-5, 10, 20, 30, 37, 48, 56-57 TE: 2-3, 5-6, 8, 12, 14, 16, 24-25, 37, 39</p> <p>Hurricane SE: 1-2, 12-14, 18, 24-27, 40-41 TE: 1-5, 10-11, 13, 16, 26</p> <p>Tornado SE: 1, 3, 8, 12-14, 18, 30, 32, 36, 39, 41, 46, 50, 53-56 TE: 2-10, 15, 17, 20, 24, 26, 28, 31</p> <p>Fire SE: 1-2, 7, 11, 20-22, 28-29, 33, 41-43, 52, 56-59, 61 TE: 1-6, 10-11, 19-22, 28, 30, 32</p> <p>Asteroid SE: 1-8, 14, 19, 29-30, 46 TE: 2-5, 10, 23-24, 35</p> <p>Earthquake SE: 1, 8, 10, 14, 24, 26, 28, 32, 35, 38-39 TE: 1-7, 10-11, 16-19</p> <p>Volcano SE: 13, 16, 18, 21, 23, 35, 44, 46, 61 TE: 1, 6-7, 12-13, 21-22, 25, 29</p>
<ul style="list-style-type: none"> Classifying 	<p>Can be developed using the following</p> <p>Flood SE: 3-5, 10, 20, 30, 37, 48, 56-57 TE: 2-3, 5-6, 8, 12, 14, 16, 24-25, 37, 39</p>

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<p align="right">(Continued)</p> <ul style="list-style-type: none"> Classifying 	<p align="right">(Continued)</p> <p>Hurricane SE: 1-2, 12-14, 18, 24-27, 40-41 TE: 1-5, 10-11, 13, 16, 26</p> <p>Tornado SE: 1, 3, 8, 12-14, 18, 30, 32, 36, 39, 41, 46, 50, 53-56 TE: 2-10, 15, 17, 20, 24, 26, 28, 31</p> <p>Fire SE: 1-2, 7, 11, 20-22, 28-29, 33, 41-43, 52, 56-59, 61 TE: 1-6, 10-11, 19-22, 28, 30, 32</p> <p>Asteroid SE: 1-8, 14, 19, 29-30, 46 TE: 2-5, 10, 23-24, 35</p> <p>Earthquake SE: 1, 8, 10, 14, 24, 26, 28, 32, 35, 38-39 TE: 1-7, 10-11, 16-19</p> <p>Volcano SE: 13, 16, 18, 21, 23, 35, 44, 46, 61 TE: 1, 6-7, 12-13, 21-22, 25, 29</p>
<ul style="list-style-type: none"> Sequencing 	<p>Can be developed using the following</p> <p>Flood SE: 55, 58 TE: 22-23, 26-27</p> <p>Volcano SE: 5, 14, 59 TE: 6-9, 25-26</p> <p>Asteroid SE: 42-43, 50-51 TE: 14-17, 18-20</p> <p>Earthquake SE: 29, 41, 43 TE: 10-11, 16-17, 20-21</p> <p>Fire SE: 27, 40 TE: 14-17</p> <p>Tornado SE: 32, 52-53 TE: 15-16, 22-24</p> <p>Hurricane SE: 47-48 TE: 18-19</p>
<p>S2.2 Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments.</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 30, 37, 48-49, 53, 55 TE: 12, 14-17, 19, 22</p>

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<p align="right">(Continued)</p> <p>S2.2 Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments.</p>	<p align="right">(Continued)</p> <p>Hurricane SE: 5-9, 17, 19-21, 23, 25-26, 28, 30, 36-38, 41-44, 52-53 TE: 6-7, 9-13, 15, 18, 21-24, 28</p> <p>Tornado SE: 3-7, 10, 15-17, 19, 24-26, 28, 32-33, 35, 37, 41, 46, 52-54, 56 TE: 8-11, 15, 17, 20, 22, 24, 26, 31</p> <p>Fire SE: 8-10, 14-15, 24, 26, 32, 34, 38-41, 44, 46, 50, 53-54, 58-59, 62-64, 66-67 TE: 7-12, 14, 16-19, 21-22, 24, 27-28, 32</p> <p>Asteroid SE: 1-4, 6, 10-12, 15, 18, 20-24, 26-28, 31-35, 37, 42-43, 47-53 TE: 6-8, 10, 12-14, 17-18, 21-23, 26, 28</p> <p>Earthquake SE: 13, 16-17, 19-23, 29-31, 34, 41, 43-45 TE: 6, 8-11, 13, 16-17, 20-23, 34</p> <p>Volcano SE: 5, 14, 27-28, 30, 37, 49-50, 57-59, 61 TE: 6-15, 18-19, 21-25, 29</p>
<p>S2.2a include appropriate safety procedures</p>	<p>Can be developed using the following</p> <p>Flood SE: 1, 6, 30, 37, 48, 50-51, 59 TE: 3-4, 12, 14, 28</p> <p>Hurricane SE: 20, 23, 27, 42, 53-54 TE: 6, 24-25</p> <p>Tornado SE: 15-17, 28, 32, 35-37, 53, 56 TE: 15, 24, 31</p> <p>Fire SE: 27, 32-37, 44-45, 50-53, 59, 62-64, 66, 68 TE: 14-15, 19-24, 28-29</p> <p>Asteroid SE: 10, 42-44, 50-52, 54 TE: 6, 14, 18, 22, 26</p> <p>Earthquake SE: 23-25, 29, 34, 43 TE: 8-11, 20</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>

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New York Core Curriculum, Intermediate Level Science, (Grades 5-8)

CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p>S2.2b design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new objects or phenomena; making models)</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 12, 20-21, 30, 37-38, 46-49, 52-53, 55 TE: 2-13, 14-19, 22-23</p> <p>Hurricane SE: 20, 25-26, 37, 39, 47-49, 53 TE: 6, 10, 12, 14, 16, 18, 20-22, 24</p> <p>Tornado SE: 3-7, 10, 15-17, 19, 24-26, 28, 32, 35, 37-40, 42-43, 46-47, 49, 52-54, 56 TE: 3, 8-11, 14-17, 19-21, 23, 24-25, 27, 31</p> <p>Fire SE: 8, 10, 14-15, 24, 26-27, 32, 34, 38-39, 44, 50, 53-54, 59, 63-64 TE: 7-8, 11-12, 14, 16-17, 19, 22, 24, 28, 32</p> <p>Asteroid SE: 1-4, 6, 10-12, 15, 18, 20-24, 26-28, 31-35, 37, 42-43, 45, 47-53 TE: 2, 6-8, 10, 12, 14, 17-18, 21-23, 28</p> <p>Earthquake SE: 13, 16-17, 19-23, 28-31, 34, 41, 43-45 TE: 1-2, 6, 8-12, 14, 16-17, 20-23, 34</p> <p>Volcano SE: 14, 27-28, 37, 49-50, 59 TE: 8-11, 14-15, 18-19, 25-26</p>
<p>S2.2c design a simple controlled experiment</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 37, 48-49, 52-53, 55 TE: 14-19, 22-23</p> <p>Hurricane SE: 20-21, 25, 37 TE: 6-7, 10, 14</p> <p>Tornado SE: 7, 10, 41, 52 TE: 8-11, 17-19, 22-23</p> <p>Fire SE: 8-9, 15, 40, 59 TE: 7-9, 11-12, 16-17, 19-21</p> <p>Asteroid SE: 10, 50-52 TE: 6, 18, 22</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 27-28, 37 TE: 10-11, 14-15</p>

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Correlated to:

New York Core Curriculum, Intermediate Level Science, (Grades 5-8)

CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p>S2.2d identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 37, 48-49, 52-53, 55 TE: 16-17, 19, 22-23</p> <p>Hurricane SE: 20-21, 25, 37 TE: 6-7, 10, 14-15, 67</p> <p>Tornado SE: 7, 10, 13-14, 41, 52, 54, 56 TE: 4-10, 17-19, 22-23, 26-27, 31</p> <p>Fire SE: 5-9, 15, 59, 67 TE: 4-5, 7-12, 9-21, 26-27</p> <p>Asteroid SE: 23-24, 35, 43, 53 TE: 8-10, 12-13, 16, 24-25</p> <p>Earthquake SE: 14, 34, 43-45 TE: 6, 12-13, 20-24</p> <p>Volcano SE: 5, 27-28, 58 TE: 6-7, 10-11, 23-24</p>
<p>S2.2e choose appropriate sample size and number of trials</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 37, 48-49, 52-53, 55 TE: 14-19, 22-23</p> <p>Hurricane SE: 20-21, 25, 37 TE: 6-7, 10, 14</p> <p>Tornado SE: 7, 10, 41, 52 TE: 8-11, 17-19, 22-23</p> <p>Fire SE: 8-9, 15, 40, 59 TE: 7-9, 11-12, 16-17, 19-21</p> <p>Asteroid SE: 10, 50-52 TE: 6, 18, 22</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p>S2.3 Carry out their research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation.</p>	<p>Can be developed using the following</p> <p>Flood SE: 5-6, 10, 20-21, 30, 37, 48-49, 52-62 TE: 3-4, 6-7, 8, 12-17, 26, 28-32</p> <p>Hurricane SE: 13-14, 21, 26, 37, 47-49, 52 TE: 4-5, 7, 11, 15, 20-22, 26-28, 30-31</p> <p>Tornado SE: 3-6, 15-17, 24-26, 28, 35, 37-40, 42-43, 47, 49 TE: 3, 9, 11, 14, 16, 19, 21, 23, 25, 27</p> <p>Fire SE: 10, 14, 24, 26, 32, 34, 38-39, 44, 46, 50, 53-54, 62, 64 TE: 7-8, 12, 14, 17, 19, 22, 24, 28, 32</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-54 TE: 6, 8, 12, 14, 18, 22, 24, 26</p> <p>Earthquake SE: 13, 16-17, 19-23, 28, 30-31 TE: 1-2, 6, 8, 10, 12, 14, 20, 23, 34</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>
<p>S2.3a use appropriate safety procedures</p>	<p>Can be developed using the following</p> <p>Flood SE: 1, 6, 30, 37, 48, 50-51, 59 TE: 3-4, 12, 14, 28</p> <p>Hurricane SE: 20, 23, 27, 42, 53-54 TE: 6, 24-25</p> <p>Tornado SE: 15-17, 28, 32, 35-37, 53, 56 TE: 15, 24, 31</p> <p>Fire SE: 27, 32-37, 44-45, 50-53, 59, 62-64, 66, 68 TE: 14-15, 19-24, 28-29</p> <p>Asteroid SE: 10, 42-44, 50-52, 54 TE: 6, 14, 18, 22, 26</p> <p>Earthquake SE: 23-25, 29, 34, 43 TE: 8-11, 20</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
S2.3b conduct a scientific investigation	<p>Can be developed using the following</p> <p>Flood SE: 10, 12, 20-21, 30, 37-38, 46-49, 52-53, 55 TE: 2-13, 14-19, 22-23</p> <p>Hurricane SE: 20, 25-26, 37, 39, 47-49, 53 TE: 6, 10, 12, 14, 16, 18, 20-22, 24</p> <p>Tornado SE: 3-7, 10, 15-17, 19, 24-26, 28, 32, 35, 37-40, 42-43, 46-47, 49, 52-54, 56 TE: 3, 8-11, 14-17, 19-21, 23, 24-25, 27, 31</p> <p>Fire SE: 8, 10, 14-15, 24, 26-27, 32, 34, 38-39, 44, 50, 53-54, 59, 63-64 TE: 7-8, 11-12, 14, 16-17, 19, 22, 24, 28, 32</p> <p>Asteroid SE: 1-4, 6, 10-12, 15, 18, 20-24, 26-28, 31-35, 37, 42-43, 45, 47-53 TE: 2, 6-8, 10, 12, 14, 17-18, 21-23, 28</p> <p>Earthquake SE: 13, 16-17, 19-23, 28-31, 34, 41, 43-45 TE: 1-2, 6, 8-12, 14, 16-17, 20-23, 34</p> <p>Volcano SE: 14, 27-28, 37, 49-50, 59 TE: 8-11, 14-15, 18-19, 25-26</p>
S2.3c collect quantitative and qualitative data	<p>Can be developed using the following</p> <p>Flood SE: 10, 13, 20-21, 30-31, 37-38, 48-49, 52-53, 55-57 TE: 7, 12-15, 23-25</p> <p>Hurricane SE: 20-21, 25-26, 37, 52 TE: 6-7, 10, 12, 14, 22, 32-42</p> <p>Tornado SE: 7, 14, 41, 46, 52-54 TE: 6-9, 17-22, 24-27, 34-44, 45-55, 56-61</p> <p>Fire SE: 8-9, 15, 63, 67 TE: 7-10, 11-13, 22-23, 26-27</p> <p>Asteroid SE: 10, 23-24, 42, 51 TE: 6-9, 14-17, 20</p> <p>Earthquake SE: 14, 34, 40, 44-45 TE: 6-7, 12-15, 22-23</p> <p>Volcano SE: 5, 27-28, 37, 49-50, 57, 59, 61 TE: 6-7, 10-11, 14-15, 18-19, 21-22, 25, 29</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Key Idea 3: <i>The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.</i>	
S3.1 Design charts, tables, graphs, and other representations of observations in conventional and creative ways to help them address their research question or hypothesis.	<p>Can be developed using the following</p> <p>Flood SE: 10, 21, 30, 37, 49, 53, 55-57, 59-61 TE: 6, 8, 12-15, 17, 19, 22-25, 28-29</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-54 TE: 6-9, 10-12, 14, 22-25</p> <p>Tornado SE: 7, 10, 12-14, 19-20, 41, 46, 53-54 TE: 2-10, 12-14, 17, 20-21, 24-26</p> <p>Fire SE: 8-9, 15, 27, 40-41, 59, 67-68, 71 TE: 7-12, 14, 16-17, 19-21, 26-29, 32</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 24</p> <p>Earthquake SE: 6-9, 29, 34, 40-41, 44-45 TE: 2-5, 10-12, 14-17, 22-24</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57, 59 TE: 6-11, 14-15, 18-19, 21-22, 25-26</p>
S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships	<p>Can be developed using the following</p> <p>Flood SE: 10, 13, 20-21, 30-31, 37-38, 48-49, 52-53, 55-57, 59-61 TE: 6-8, 12-15, 17, 19, 22-25, 28-29</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-54 TE: 6-12, 14, 22-25, 32-42</p> <p>Tornado SE: 7, 10, 12-14, 19-20, 41, 46, 52-54 TE: 2-10, 12-14, 17-22, 24-27, 34-44, 45-55, 56-61</p> <p>Fire SE: 8-9, 15, 27, 40-41, 59, 63, 67-68, 71 TE: 7-14, 16-17, 19-23, 26-29, 32</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6-9, 12, 14-18, 20, 22, 24</p> <p>Earthquake SE: 6-9, 14, 29, 34, 40-41, 44-45 TE: 2-7, 10-17, 22-24</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57, 59 TE: 6-11, 14-15, 18-19, 21-22, 25-26</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p>S3.1b generate and use scales, create legends, and appropriately label axes</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 37, 55 TE: 14-15, 22-23</p> <p>Hurricane SE: 20-22, 25-26, 37, 39, 52-55 TE: 6, 10, 12, 14, 16, 22, 24</p> <p>Tornado SE: 10, 19-20, 32, 52-53 TE: 10-13, 15, 22, 24-25</p> <p>Fire SE: 15-16, 63-64, 67 TE: 11-13, 22-23, 26-27</p> <p>Asteroid SE: 23-24, 42-43, 53 TE: 8-10, 14-17, 24-25</p> <p>Earthquake SE: 14, 40-41, 44-45 TE: 6-7, 14-17, 22-24</p> <p>Volcano SE: 14, 30, 49-50, 58 TE: 8-9, 12-13, 18-19, 23-24</p>
<p>S3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.</p>	<p>Can be developed using the following</p> <p>Flood SE: 12, 21, 30, 37-38, 46-49 TE: 12, 14, 17, 19, 22</p> <p>Hurricane SE: 20, 25-26, 37-39, 52-54 TE: 6, 10, 12, 14, 16, 22, 24</p> <p>Tornado SE: 7, 10, 19, 32, 41, 46, 52-54, 56 TE: 8-11, 15, 17, 20, 22, 24, 26, 31</p> <p>Fire SE: 8-9, 15, 27, 40-41, 59, 63 TE: 7, 11, 14, 16, 19, 22</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 26</p> <p>Earthquake SE: 23, 29, 34, 41, 44-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 27-28, 37 TE: 10-11, 14-15</p>

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<p>S3.2a accurately describe the procedures used and the data gathered</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 20-21, 30, 37, 48-49, 52-53, 55-58, 60-62 TE: 6-7, 9, 12, 14-17, 22, 27, 30-32</p> <p>Hurricane SE: 5-9, 17, 19, 23, 25-26, 28, 30, 36, 38, 41-44 TE: 9-13, 15, 18, 21, 23</p> <p>Tornado SE: 3-6, 15-17, 24-26, 28, 35, 37, 40, 42-43, 47, 49 TE: 3, 9, 11, 14, 16, 19, 21, 23, 25, 27</p> <p>Fire SE: 10, 14, 24, 26, 32, 34, 38-39, 44, 46, 50, 53-54, 58, 62, 64 TE: 7-8, 12, 14, 17, 19, 22, 24, 28, 32</p> <p>Asteroid SE: 1-4, 6, 11-12, 15, 18, 20-22, 26-28, 31-34, 37, 42, 47-49, 50-54 TE: 2, 7, 10, 13, 17, 21, 23, 28</p> <p>Earthquake SE: 13, 16-17, 19-22, 28, 30-31 TE: 2, 6, 8, 10, 12, 14, 20, 23, 34</p> <p>Volcano SE: 5, 14, 27-28, 30, 37, 49-50, 57-59, 61 TE: 6-11, 15, 18-19, 21, 25, 29</p>
<p>S3.2b identify sources of error and the limitations of data collected</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 31, 48-49, 52-53, 55 TE: 14-19, 22-23</p> <p>Hurricane SE: 20-21, 25, 37 TE: 6-7, 10, 14</p> <p>Tornado SE: 7, 10, 41, 52 TE: 8-9, 10-11, 17-19, 22-23</p> <p>Fire SE: 8-9, 15, 40-41, 59 TE: 7-9, 11-12, 16-17, 19-21</p> <p>Asteroid SE: 10, 42-43, 50-52 TE: 6, 14, 18, 22</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 27-28, 37 TE: 10-11, 14-15</p>

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<p>S3.2c evaluate the original hypothesis in light of the data</p>	<p>Can be developed using the following</p> <p>Flood SE: 12, 21, 30, 37-38, 46-49 TE: 12, 14-17, 19, 22</p> <p>Hurricane SE: 20, 25-26, 37, 39, 52-54 TE: 6, 10, 12, 14, 16, 22, 24</p> <p>Tornado SE: 7, 10, 19, 32, 41, 46, 52-54, 56 TE: 8-11, 15, 17, 20, 22, 24, 26, 31</p> <p>Fire SE: 8, 15, 27, 40, 59, 63 TE: 7, 11, 14, 16, 19, 22</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 26</p> <p>Earthquake SE: 23, 29, 34, 41, 43-45 TE: 8-11, 13, 16-17, 20-23</p> <p>Volcano SE: 27-28, 37 TE: 10-11, 14-15</p>
<p>S3.2d formulate and defend explanations and conclusions as they relate to scientific phenomena</p>	<p>Can be developed using the following</p> <p>Flood SE: 4, 9, 21, 37, 53-55, 57-58, 60-62 TE: 11, 13-15, 17, 19, 21-23, 25-27, 29, 31-32</p> <p>Hurricane SE: 25-26, 37, 52 TE: 9, 11-12, 14-15, 22-23, 28</p> <p>Tornado SE: 7, 10, 20, 32, 41, 46, 52, 54 TE: 8-10, 13, 15, 17, 20, 22, 26</p> <p>Fire SE: 8-9, 15, 27, 41, 59, 63, 66, 69, 71 TE: 7-8, 11, 14, 17, 19, 22, 24, 29, 33</p> <p>Asteroid SE: 4, 6, 10-12, 15, 18, 20-24, 26-28, 31-35, 37, 42-43, 45 TE: 2, 6, 8, 10, 12-14, 17-18, 21-23, 26, 28</p> <p>Earthquake SE: 13, 16-17, 19-23, 29-31, 34, 41, 43-45 TE: 2, 6, 8-13, 16-17, 20-23, 34</p> <p>Volcano SE: 14, 27-28, 30, 37, 57-59, 61 TE: 8-15, 21-25, 29</p>

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<p>S3.2e form and defend a logical argument about cause-and-effect relationships in an investigation</p>	<p>Can be developed using the following</p> <p>Flood SE: 21, 37, 48-49, 52-53, 55 TE: 16-17, 19, 22-23</p> <p>Hurricane SE: 20-21, 25, 37 TE: 6-7, 10, 14-15</p> <p>Tornado SE: 7, 10, 13-14, 41, 52, 54, 56 TE: 4-10, 17-19, 22-23, 26-27, 31</p> <p>Fire SE: 3-6, 8-9, 15, 59, 67 TE: 4-5, 7-12, 19-21, 26-27</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-54 TE: 6, 8, 12, 14, 18, 22, 24, 26</p> <p>Earthquake SE: 14, 19, 20-24, 29, 34, 40-44 TE: 6, 8, 10, 12-14, 16-18, 20-24</p> <p>Volcano SE: 14, 27-28, 37, 49-50, 59 TE: 8-11, 14-15, 18-19, 25-26</p>
<p>S3.2f make predictions based on experimental data</p>	<p>Can be developed using the following</p> <p>Flood SE: 13, 30-31, 37-38, 48-49, 52-53 TE: 12-19</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-54 TE: 6-10, 12, 14, 22, 24-25, 43</p> <p>Tornado SE: 8-10, 18-19, 30, 32, 36, 41, 50, 53-54 TE: 10-13, 15, 17-19, 22, 24-27</p> <p>Fire SE: 8-9, 27, 59, 68 TE: 7-8, 14-15, 19-21, 28-29</p> <p>Asteroid SE: 10, 23-24, 43, 50-52 TE: 6-7, 9-10, 16-21</p> <p>Earthquake SE: 14-15, 34, 40-41, 43-45 TE: 6-7, 12, 15-17, 20-23</p> <p>Volcano SE: 5, 27-28, 30, 39, 55, 58 TE: 6-7, 10-13, 23-24</p>

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<p>S3.2g suggest improvements and recommendations for further studying</p>	<p>Can be developed using the following</p> <p>Flood SE: 4, 9, 21, 37, 53-55, 57-58, 60-62 TE: 11, 13-15, 17, 19, 21-23, 25-27, 29, 31-32</p> <p>Hurricane SE: 25-26, 37, 52 TE: 9, 11-12, 14-15, 22-23, 28</p> <p>Tornado SE: 7, 10, 20, 32, 41, 46, 52, 54 TE: 8-10, 13, 15, 17, 20, 22, 26</p> <p>Fire SE: 8-9, 15, 27, 41, 59, 63, 66, 69, 71 TE: 7-8, 11, 14, 17, 19, 22, 24, 29, 33</p> <p>Asteroid SE: 4, 6, 10-12, 15, 18, 20-24, 26-28, 31-35, 37, 42-43, 45 TE: 2, 6, 8, 10, 12-14, 17-18, 21-23, 26, 28</p> <p>Earthquake SE: 13, 16-17, 19-23, 29-31, 34, 41, 43-45 TE: 2, 6, 8-13, 16-17, 20-23, 34</p> <p>Volcano SE: 14, 27-28, 30, 37, 57-59, 61 TE: 8-15, 21-25, 29</p>
<p>S3.2h use and interpret graphs and data tables</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 21, 30, 37, 49, 53, 55-57, 59-61 TE: 6, 8, 12-15, 17, 19, 22-25, 28-29</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-54 TE: 6-9, 10-12, 14, 22-25</p> <p>Tornado SE: 7, 10, 12-14, 19-20, 41, 46, 53-54 TE: 2-10, 12-14, 17, 20-21, 24-26</p> <p>Fire SE: 8-9, 15, 27, 40-41, 59, 67-68, 71 TE: 7-12, 14, 16-17, 19-21, 26-29, 32</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6, 8, 12, 14, 18, 22, 24</p> <p>Earthquake SE: 6-9, 29, 34, 40-41, 44-45 TE: 2-5, 10-12, 14-17, 22-24</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57, 59 TE: 6-11, 14-15, 18-19, 21-22, 25-26</p>

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<p>S3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 12, 21, 30, 37-38, 46-49, 53, 55-57, 59-61 TE: 6, 8, 12-15, 17, 19, 22-25, 28-29</p> <p>Hurricane SE: 20-21, 25-26, 37-39, 52-54 TE: 6-12, 14, 16, 22-25</p> <p>Tornado SE: 7, 10, 12-14, 19-20, 32, 41, 46, 52-54, 56 TE: 2-10, 12-15, 17, 20-22, 24-26, 31</p> <p>Fire SE: 8-9, 15, 27, 40-41, 59, 63, 67-68, 71 TE: 7-12, 14, 16-17, 19-22, 26-29, 32</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-51 TE: 6, 8, 12, 14, 18, 22, 24, 26</p> <p>Earthquake SE: 6-9, 23, 29, 34, 40-41, 44-45 TE: 2-5, 8-17, 20-24</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57, 59 TE: 6-11, 14-15, 18-19, 21-22, 25-26</p>
ENGINEERING DESIGN:	
<p>Key Idea 1: <i>Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints.</i></p>	
<p>T1.1 Identify needs and opportunities for technical solutions from an investigation of situations of general or social interest.</p>	<p>Can be developed using the following</p> <p>Gold Medal SE: 49-50 TE: 24</p> <p>Oil Spill SE: 46-47 TE: 28, 30</p> <p>Thrill Ride SE: 48-49 TE: 22</p> <p>Fraud SE: 44 TE: 25</p> <p>Survive SE: 60-61 TE: 34</p> <p>Blackout SE: 59-60 TE: 45</p>

Event-Based Science Series

Correlated to:

New York Core Curriculum, Intermediate Level Science, (Grades 5-8)

CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>T1.1 Identify needs and opportunities for technical solutions from an investigation of situations of general or social interest.</p>	<p align="right">(Continued)</p> <p>First Flight SE: 54-55 TE: 25</p> <p>Asteroid SE: 50-51, 53-54 TE: 18, 24</p> <p>Earthquake SE: 41-42 TE: 16</p> <p>Fire SE: 15-16, 27-29, 66-67 TE: 11, 14, 24</p> <p>Volcano SE: 58-59 TE: 23, 25</p> <p>Hurricane SE: 53-54 TE: 24</p> <p>Tornado SE: 52-53 TE: 22, 24</p> <p>Flood SE: 55-56, 59-60 TE: 22, 28</p>
<p>T1.1a identify a scientific or human need that is subject to a technological solution which applies scientific principles</p>	<p>Can be developed using the following</p> <p>Flood SE: 55-57, 59 TE: 22, 24, 28</p> <p>Hurricane SE: 52-54 TE: 22, 24</p> <p>Volcano SE: 57-59 TE: 21, 23, 25</p> <p>Tornado SE: 52-54 TE: 22-26</p> <p>Fire SE: 15, 63, 66-68 TE: 11, 22, 24, 26, 28</p> <p>Earthquake SE: 41, 43 TE: 16, 20</p> <p>Asteroid SE: 50-53 TE: 18, 22, 24</p>

Event-Based Science Series

Correlated to:

New York Core Curriculum, Intermediate Level Science, (Grades 5-8)

CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>T1.1a identify a scientific or human need that is subject to a technological solution which applies scientific principles</p>	<p align="right">(Continued)</p> <p>First Flight SE: 52-54 TE: 21, 23, 25</p> <p>Blackout SE: 59-61 TE: 45-49</p> <p>Survive SE: 58-60 TE: 30, 32, 34</p> <p>Fraud SE: 41-45 TE: 21, 23, 25</p> <p>Thrill Ride SE: 48-50 TE: 22-26</p> <p>Oil Spill SE: 45-47 TE: 24, 26, 28, 30</p> <p>Gold Medal SE: 46-49 TE: 18, 20, 22, 24</p>
<p>T1.2 Locate and utilize a range of printed, electronic, and human information resources to obtain ideas.</p>	<p>Can be developed using the following</p> <p>Survive SE: 18-19, 21, 30-31, 56-57, 61-62 TE: 6-8, 13-17, 28-29, 36-37</p> <p>Fire SE: 63-64 TE: 22-23</p> <p>Blight SE: 27-28, 35-36, 44-45, 49-51 TE: 10-18, 21-22</p> <p>Gold Medal SE: 16-17, 47-48 TE: 12, 18-19, 45</p> <p>Gold Rush SE: 52-53 TE: 28-29</p> <p>First Flight SE: 8-9, 50-51, 54-55 TE: 4-5, 17-20, 25-26</p> <p>Blackout SE: 20-22 TE: 10-11</p> <p>Fraud SE: 44-47 TE: 25-31</p>

Event-Based Science Series

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New York Core Curriculum, Intermediate Level Science, (Grades 5-8)

CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>T1.2 Locate and utilize a range of printed, electronic, and human information resources to obtain ideas.</p>	<p align="right">(Continued)</p> <p>Volcano SE: 58-59 TE: 23-24</p> <p>Asteroid SE: 23-24, 33-36 TE: 8-13</p> <p>Flood SE: 10, 20-21, 30-31, 54-55, 59-60 TE: 6-9, 12-13, 20-23, 28, 30</p> <p>Toxic Leak SE: 37-38 TE: 24</p> <p>Outbreak SE: 28-30, 48, 52-53 TE: 17, 19-21, 29, 36-37</p> <p>Global Warming SE: 66-67 TE: 31</p> <p>Oil Spill SE: 29, 46-48 TE: 12-13, 28-33</p>
<p>T1.2a use all available information systems for a preliminary search that addresses the need</p>	<p>Can be developed using the following</p> <p>Survive SE: 18-19, 21, 30-31, 56-57, 61 TE: 6-8, 13-17, 28-29, 36-37</p> <p>Blight SE: 27-28, 35, 44, 49, 51 TE: 10-18, 21-22</p> <p>Gold Medal SE: 16-17, 47 TE: 12, 18-19, 45</p> <p>Gold Rush SE: 52 TE: 28-29</p> <p>Hurricane SE: 20-22 TE: 6-9</p> <p>First Flight SE: 8-9, 50-51, 54 TE: 4-5, 17-20, 25-26</p> <p>Blackout SE: 20-22, 48-49 TE: 10-11, 36-37</p> <p>Fraud SE: 44-47 TE: 25-31</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>T1.2a use all available information systems for a preliminary search that addresses the need</p>	<p align="right">(Continued)</p> <p>Volcano SE: 58 TE: 23-24</p> <p>Asteroid SE: 23-24, 33, 35 TE: 8-13</p> <p>Flood SE: 10, 20, 30-31, 54-55, 59-60 TE: 6-9, 12-13, 20-23, 28, 30</p> <p>Toxic Leak SE: 37 TE: 24</p> <p>Outbreak SE: 28, 30, 48, 51-52 TE: 17, 19-21, 29, 34-37</p> <p>Global Warming SE: 25-26, 61-62, 66 TE: 9-11, 24-26, 31</p> <p>Oil Spill SE: 29, 46-48 TE: 12-13, 28-33</p> <p>Earthquake SE: 14-15 TE: 6-7</p> <p>Tornado SE: 7-9, 12-15, 19-20 TE: 20-21</p> <p>See also VHS Videos Fire!, CNN’s “Alabama Tornado” and Belated Early Warning, CNN’s The Big Story: The Quake of ’89, WSOC-TV’s Paw Creek: Neighbors in Fear, Give Me the Tides, Give Me the Currents, CNN’s Impact Crater, and CNN’s The Mt. Pinatubo Eruption, Blight!, Survive?CNN’s The Big Story: The Black Tide, Fraud! Thrill Ride! Gold Medal ! Outbreak!, Global Warming?, Secrets of the Gold Rush, Blackout, First Flight.</p>
<p>T1.3 Consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the chosen solution is optimal.</p>	<p>Can be developed using the following</p> <p>Volcano SE: 49-50, 57, 61 TE: 18-19, 21-22, 29-30</p> <p>Tornado SE: 7, 56 TE: 8-10, 31</p> <p>Asteroid SE: 54-55 TE: 26-27, 29-30</p>

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New York Core Curriculum, Intermediate Level Science, (Grades 5-8)

CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>T1.3 Consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the chosen solution is optimal.</p>	<p align="right">(Continued)</p> <p>Hurricane SE: 47-48 TE: 18-19</p> <p>Flood SE: 60-61 TE: 30-31</p> <p>Toxic Leak SE: 34, 38-39 18-19, 26-27</p> <p>Fire SE: 8-9, 59, 66, 71 TE: 7-10, 19-20, 24-25, 32-33</p> <p>Outbreak SE: 8, 30, 38, 44-45 TE: 16, 19-27</p> <p>Global Warming SE: 8 TE: 6-7</p> <p>Oil Spill SE: 14, 38-39, 43-44, 46 TE: 6-7, 14-16, 18-21, 28-29</p> <p>Fraud SE: 11-12 TE: 5-8</p> <p>Gold Medal SE: 12-13 TE: 4-5</p> <p>Survive SE: 56-57 TE: 28-29</p>
<p>T1.3a generate ideas for alternative solutions</p>	<p>Can be developed using the following</p> <p>Volcano SE: 49-50, 57, 61 TE: 18-19, 21-22, 29-30</p> <p>Tornado SE: 7, 56 TE: 8-10, 31</p> <p>Asteroid SE: 54-55 TE: 26-27, 29-30</p> <p>Hurricane SE: 47-48 TE: 18-19</p> <p>Flood SE: 60-61 TE: 30-31</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>T1.3a generate ideas for alternative solutions</p>	<p align="right">(Continued)</p> <p>Toxic Leak SE: 34, 38-39 TE: 18-19, 26-27</p> <p>Fire SE: 8-9, 59, 66, 71 TE: 7-10, 19-20, 24-25, 32-33</p> <p>Outbreak SE: 8, 30, 38, 44-45 TE: 16, 19-27</p> <p>Global Warming SE: 8 TE: 6-7</p> <p>Oil Spill SE: 14, 38-39, 43-46 TE: 6-7, 14-16, 18-21, 26-29</p> <p>Fraud SE: 11-12, 47 TE: 5-8, 30-31</p> <p>Gold Medal SE: 12-13 TE: 4-5</p> <p>Survive SE: 56-57, 61 TE: 28-29, 36-37</p> <p>Thrill Ride SE: 52-53 TE: 30-31</p> <p>Blackout SE: 52-53, 63-64 TE: 43-44, 53-54</p> <p>First Flight SE: 53-54 TE: 23-24</p>
<p>T1.3b evaluate alternatives based on the constraints of design</p>	<p>Can be developed using the following</p> <p>Global Warming SE: 8-9 TE: 6-8</p> <p>Oil Spill SE: 39-40 TE: 18-19</p> <p>Thrill Ride SE: 11-12 TE: 4-7</p> <p>Blackout SE: 20-23 TE: 10-11</p> <p>Gold Rush SE: 51-53 TE: 26-27</p>

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New York Core Curriculum, Intermediate Level Science, (Grades 5-8)

CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p>T1.4 Develop plans, including drawings with measurements and details of construction, and construct a model of the solution, exhibiting a degree of craftsmanship</p>	<p>Can be developed using the following</p> <p>Gold Rush SE: 37-38, 51-52 TE: 16-18, 26-27</p> <p>Tornado SE: 32-33, 52-53 TE: 15-16, 22-24</p> <p>Earthquake SE: 34-35 TE: 12-13</p> <p>Fire SE: 9-10 TE: 7-10</p> <p>Oil Spill SE: 43-44 TE: 20-21</p> <p>Blackout SE: 34-35 TE: 31-32</p> <p>First Flight SE: 8-9 TE: 4-7</p>
<p>T1.4a design and construct a model of the product or process</p>	<p>Can be developed using the following</p> <p>Volcano SE: 59-60 TE: 25-26</p> <p>Asteroid SE: 42-43 TE: 14-17</p> <p>Flood SE: 55-59 TE: 22-23, 26-27</p> <p>Earthquake SE: 41-45 TE: 16-17, 20-21</p> <p>Fire SE: 40-41 TE: 16-17</p> <p>Outbreak SE: 51-53 TE: 34-35</p> <p>Oil Spill SE: 47-48 TE: 30-31</p> <p>Fraud SE: 44-45 TE: 25-26</p>

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<p align="right">(Continued)</p> <p>T1.4a design and construct a model of the product or process</p>	<p align="right">(Continued)</p> <p>Thrill Ride SE: 11-12, 21-22, 38-40 TE: 4-10, 18-20</p> <p>First Flight SE: 16-17 TE: 8-10</p> <p>Gold Rush SE: 51-52 TE: 26-27</p> <p>Blight SE: 10-11, 35-56 TE: 5-7, 13-14</p>
<p>T1.4b construct a model of the product or process</p>	<p>Can be developed using the following</p> <p>Volcano SE: 5-6, 14-15 TE: 6-9</p> <p>Asteroid SE: 50-51 TE: 18-20</p> <p>Earthquake SE: 29-31 TE: 10-11</p> <p>Fire SE: 27-28, 40-41 TE: 14-16</p> <p>Global Warming SE: 25-26 TE: 9-11</p> <p>Oil Spill SE: 45-46 TE: 24-25</p> <p>Blackout SE: 20-23, 24-27 TE: 10-11, 14-15</p> <p>First Flight SE: 16-17 TE: 8-10</p>
<p>T1.5 In a group setting, test their solution against design specifications, present and evaluate results, describe how the solution might have been modified for different or better results, and discuss trade-offs that might have to be made</p>	<p>Can be developed using the following</p> <p>Volcano SE: 49-50, 57-58, 61-62 TE: 18-19, 21-22, 29-30</p> <p>Tornado SE: 7-8, 56-57 TE: 8-10, 31</p> <p>Asteroid SE: 54-55 TE: 26-27, 29-30</p>

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<p align="right">(Continued)</p> <p>T1.5 In a group setting, test their solution against design specifications, present and evaluate results, describe how the solution might have been modified for different or better results, and discuss trade-offs that might have to be made</p>	<p align="right">(Continued)</p> <p>Hurricane SE: 47-48 TE: 18-19</p> <p>Flood SE: 60-61 TE: 30-31</p> <p>Toxic Leak SE: 34-35, 38-39 TE: 18-19, 26-27</p> <p>Fire SE: 8-9, 59-60, 66-67, 71-72 TE: 7-10, 19-20, 24-25, 32-33</p> <p>Outbreak SE: 8-9, 30-31, 38-39, 44-45 TE: 16, 19-27</p> <p>Global Warming SE: 8-9 TE: 6-7</p> <p>Oil Spill SE: 14-15, 38-39, 43-44, 46-47 TE: 6-7, 14-16, 18-21, 28-29</p> <p>Fraud SE: 11-12 TE: 5-8</p> <p>Gold Medal SE: 12-13 TE: 4-5</p> <p>Survive SE: 56-57 TE: 28-29</p>
<p>T1.5a test a design</p>	<p>Can be developed using the following</p> <p>Fire SE: 15-16 TE: 11-12</p> <p>Thrill Ride SE: 38-40 TE: 18-20</p> <p>Blackout SE: 14-15 TE: 24-27</p> <p>Blight SE: 35-36 TE: 13-14</p> <p>Gold Rush SE: 37-38 TE: 16-18</p>

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T1.5b evaluate a design	<p>Can be developed using the following</p> <p>Blight SE: 35-36 TE: 13-14</p> <p>Gold Rush SE: 37-38 TE: 16-18</p>
Standard 2—Information Systems	
Students will access, generate, process, and transfer information, using appropriate technologies.	
INFORMATION SYSTEMS:	
Key Idea 1: <i>Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.</i>	
1.1 Use a range of equipment and software to integrate several forms of information in order to create good-quality audio, video, graphic, and text-based presentations.	<p>Can be developed using the following</p> <p>Survive SE: 18-19, 21, 30-31, 56-57, 61 TE: 6-8, 13-17, 28-29, 36-37</p> <p>Fire SE: 63-64 TE: 22-23</p> <p>Blight SE: 27-28, 35, 44, 49, 51 TE: 10-18, 21-22</p> <p>Gold Medal SE: 16-17, 47-48 TE: 12-13, 18-19, 45-46</p> <p>Gold Rush SE: 52-53 TE: 28-29</p> <p>First Flight SE: 8-9, 50-51, 54-55 TE: 4-5, 17-20, 25-26</p> <p>Blackout SE: 20-22 TE: 10-11</p> <p>Fraud SE: 44-47 TE: 25-31</p> <p>Volcano SE: 58-59 TE: 23-24</p> <p>Asteroid SE: 23-24, 33-36 TE: 8-13</p>

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(Continued)	(Continued)
<p>1.1 Use a range of equipment and software to integrate several forms of information in order to create good-quality audio, video, graphic, and text-based presentations.</p>	<p>Flood SE: 10-11, 20-21, 30-31, 54-55, 59-60 TE: 6-9, 12-13, 20-23, 28, 30</p> <p>Toxic Leak SE: 37-38 TE: 24</p> <p>Outbreak SE: 28-31, 38, 48-49, 52-53 TE: 17, 19-21, 29, 36-37</p> <p>Global Warming SE: 66-67 TE: 31</p> <p>Oil Spill SE: 29-30, 46-48 TE: 12-13, 28-33</p>
<p>1.2 Use spreadsheets and database software to collect, process, display, and analyze information. Students access needed information from electronic databases and on-line telecommunication services.</p>	<p>Can be developed using the following</p> <p>Outbreak SE: 38-39, 51-52 TE: 22-24, 34-35</p> <p>Global Warming SE: 53-54, 61-62 TE: 17-18, 24-27</p> <p>Gold Medal SE: 49-50 TE: 24-25</p> <p>Survive SE: 48-49 TE: 23-25</p> <p>Hurricane SE: 20-21</p> <p>Tornado SE: 7-8, 19-20, 28-29, 46 TE: 8-9, 12-15, 20-21</p> <p>Fire SE: 63 TE: 22-23</p>
<p>1.3 Systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals.</p>	<p>Can be developed using the following</p> <p>Survive SE: 18-19, 21, 30-31, 56-57, 61-62 TE: 6-8, 13-17, 28-29, 36-37</p> <p>Fire SE: 63-64 TE: 22-23</p> <p>Blight SE: 27-28, 35-36, 44-45, 49-51 TE: 10-18, 21-22</p>

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<p align="right">(Continued)</p> <p>1.3 Systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals.</p>	<p align="right">(Continued)</p> <p>Gold Medal SE: 16-17, 47-48 TE: 12, 18-19, 45</p> <p>Gold Rush SE: 52-53 TE: 28-29</p> <p>First Flight SE: 8-9, 50-51, 54-55 TE: 4-5, 17-20, 25-26</p> <p>Blackout SE: 20-22 TE: 10-11</p> <p>Fraud SE: 44-47 TE: 25-31</p> <p>Volcano SE: 58-59 TE: 23-24</p> <p>Asteroid SE: 23-24, 33-36 TE: 8-13</p> <p>Flood SE: 10, 20-21, 30-31, 54-55, 59-60 TE: 6-9, 12-13, 20-23, 28, 30</p> <p>Toxic Leak SE: 37-38 TE: 24</p> <p>Outbreak SE: 28-30, 48, 52-53 TE: 17, 19-21, 29, 36-37</p> <p>Global Warming SE: 66-67 TE: 31</p> <p>Oil Spill SE: 29, 46-48 TE: 12-13, 28-33</p>
<p>1.4 Collect data from probes to measure events and phenomena.</p>	<p>Can be developed using the following</p> <p>Flood SE: 10-11, 13, 20-21, 30-31, 37-38, 48-49, 52-53, 55-57 TE: 7, 12-15, 23-25</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-53 TE: 6-7, 10, 12, 14, 22, 32-42</p> <p>Tornado SE: 7-8, 14, 41, 46-47, 52-54 TE: 6-9, 17-22, 24-27, 34-44, 45-55, 56-61</p>

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<p align="right">(Continued)</p> <p>1.4 Collect data from probes to measure events and phenomena.</p>	<p align="right">(Continued)</p> <p>Fire SE: 8-9, 15, 63-64, 67-68 TE: 7-10, 11-13, 22-23, 26-27</p> <p>Outbreak SE: 51-52 TE: 34-35</p> <p>Asteroid SE: 10, 23-24, 42-43, 51-52 TE: 6-9, 14-17, 20</p> <p>Earthquake SE: 14-15, 34, 40-41, 44-45 TE: 6-7, 12-15, 22-23</p> <p>Volcano SE: 5-6, 27-28, 37, 49-50, 57, 59-62 TE: 6-7, 10-11, 14-15, 18-19, 21-22, 25, 29</p> <p>Survive SE: 48-49 TE: 23</p> <p>Gold Medal SE: 36-37, 48, 50-51 TE: 12, 22, 26</p> <p>Blight SE: 52-53 TE: 23-24</p> <p>Gold Rush SE: 20, 28-29, 37-38, 51-54 TE: 8-13, 16-17, 26-27, 30-31</p> <p>Global Warming SE: 60-61 TE: 22-23</p> <p>Oil Spill SE: 38, 45-46 TE: 14-15, 26-27</p> <p>Fraud SE: 11-12 TE: 6-7</p> <p>Thrill Ride SE: 38-39, 50-51 TE: 18-19, 26-27</p> <p>Blackout SE: 48-49, 60-61 TE: 36-42, 47-48</p>
<p>1.4a collect the data, using the appropriate, available tool</p>	<p>Can be developed using the following</p> <p>Flood SE: 6-7, 10-11, 20-21, 30-31, 37, 48, 52-53, 55 TE: 4, 7, 9-11, 13, 15, 17, 19, 23</p> <p>Hurricane SE: 5-9, 17-19, 23, 25-26, 28-31, 36-38, 41</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>1.4a collect the data, using the appropriate, available tool</p>	<p align="right">(Continued)</p> <p>Hurricane SE: 44-45 TE: 10, 12-13, 28</p> <p>Tornado SE: 3-6, 15-17, 24-26, 28, 35, 37-40, 42-43, 47, 49-50 TE: 3, 9, 11, 14, 16, 19, 21, 23, 25, 27</p> <p>Fire SE: 10, 14, 24, 26, 32, 34, 38-39, 44-47, 50, 53-54 TE: 7-8, 14-17, 19, 22, 24, 28, 32</p> <p>Asteroid SE: 1-4, 6, 11-12, 15, 18, 20-22, 26-28, 31-34, 37, 42, 45, 47-49 TE: 2, 7, 10, 13, 17, 21, 23, 28</p> <p>Earthquake SE: 13, 16-17, 19-22, 28, 30-31 TE: 1-2, 23, 34</p> <p>Volcano SE: 3-4, 6, 17, 24-26, 28-29, 31, 38-40, 43, 51-52, 54-56 TE: 6-10, 21, 23, 25, 18</p> <p>Outbreak SE: 5, 28, 30, 48 TE: 14-15, 17-21, 29-30</p> <p>Global Warming SE: 25, 41, 61 TE: 9, 13, 24</p> <p>Oil Spill SE: 22-23, 38-39, 43-44 TE: 8-9, 14-16, 18, 20-23</p> <p>Fraud SE: 11-12, 21, 25, 33 TE: 5-13, 18</p> <p>Thrill Ride SE: 11, 21-22, 28-29, 38 TE: 4-14, 18-20</p> <p>Blackout SE: 10, 26, 30-31 TE: 20, 28, 32, 34</p> <p>First Flight SE: 8, 16, 21, 32 TE: 8, 11, 14, 48</p> <p>Gold Rush SE: 20, 28, 37, 51 TE: 8, 12, 16, 26</p> <p>Blight SE: 10, 19, 35, 51 TE: 5, 8, 10, 13, 21</p> <p>Gold Medal SE: 10, 18, 28, 36, 47;</p>

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<p>1.4b organize the data</p>	<p>Can be developed using the following</p> <p>Outbreak SE: 38-39, 51-52 TE: 22-24, 34-35</p> <p>Global Warming SE: 53-54, 61-62 TE: 17-18, 24-27</p> <p>Gold Medal SE: 49-50 TE: 24-25</p> <p>Survive SE: 48-49 TE: 23-25</p> <p>Hurricane SE: 20-21</p> <p>Tornado SE: 7-8, 19-20, 28-29, 46 TE: 8-9, 12-15, 20-21</p> <p>Fire SE: 63 TE: 22-23</p>
<p>1.4c use the collected data to communicate a scientific concept</p>	<p>Can be developed using the following</p> <p>Volcano SE: 49-50, 57-58, 61-62 TE: 18-19, 21-22, 29-30</p> <p>Tornado SE: 7-8, 56-57 TE: 8-10, 31</p> <p>Asteroid SE: 54-55 TE: 26-27, 29-30</p> <p>Hurricane SE: 47-48 TE: 18-19</p> <p>Flood SE: 60-61 TE: 30-31</p> <p>Toxic Leak SE: 34-35, 38-39 TE: 18-19, 26-27</p> <p>Fire SE: 8-9, 59-60, 66-67, 71-72 TE: 7-10, 19-20, 24-25, 32-33</p> <p>Outbreak SE: 8-9, 30-31, 38-39, 44-45 TE: 16, 19-27</p>

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<p align="right">(Continued)</p> <p>1.4c use the collected data to communicate a scientific concept</p>	<p align="right">(Continued)</p> <p>Global Warming SE: 8-9 TE: 6-7</p> <p>Oil Spill SE: 14-15, 38-39, 43-44, 46-47 TE: 6-7, 14-16, 18-21, 28-29</p> <p>Fraud SE: 11-12 TE: 5-8</p> <p>Gold Medal SE: 12-13 TE: 4-5</p> <p>Survive SE: 56-57 TE: 28-29</p>
<p>1.5 Use simple modeling programs to make predictions.</p>	<p>Can be developed using the following</p> <p>Volcano SE: 5-6, 14-15 TE: 6-9</p> <p>Asteroid SE: 50-51 TE: 18-20</p> <p>Earthquake SE: 29-31 TE: 10-11</p> <p>Fire SE: 27-28, 40-41 TE: 14-16</p> <p>Global Warming SE: 25-26 TE: 9-11</p> <p>Oil Spill SE: 45-46 TE: 24-25</p> <p>Blackout SE: 20-23, 24-27 TE: 10-11, 14-15</p> <p>First Flight SE: 16-17 TE: 8-10</p>
<p>Key Idea 2: <i>Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use.</i></p>	
<p>2.1 Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.</p>	<p>Can be developed using the following</p> <p>Fire SE: 63-64 TE: 22-23</p>

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<p align="right">(Continued)</p> <p>2.1 Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.</p>	<p align="right">(Continued)</p> <p>Global Warming SE: 9-11, 24-26 TE: 25-26, 61-62</p> <p>Outbreak SE: 51-52 TE: 34-35</p> <p>Earthquake SE: 14-15 TE: 6-7</p>
<p>2.1a critically analyze data to exclude erroneous information</p>	<p>Can be developed using the following</p> <p>Survive SE: 18-19, 21, 30-31, 56-57, 61 TE: 6-8, 13-17, 28-29, 36-37</p> <p>Blight SE: 27-28, 35, 44, 49, 51 TE: 10-18, 21-22</p> <p>Gold Medal SE: 16-17, 47 TE: 12, 18-19, 45</p> <p>Gold Rush SE: 52 TE: 28-29</p> <p>Hurricane SE: 20-22 TE: 6-9</p> <p>First Flight SE: 8-9, 50-51, 54 TE: 4-5, 17-20, 25-26</p> <p>Blackout SE: 20-22, 48-49 TE: 10-11, 36-37</p> <p>Fraud SE: 44-47 TE: 25-31</p> <p>Volcano SE: 58 TE: 23-24</p> <p>Asteroid SE: 23-24, 33, 35 TE: 8-13</p> <p>Flood SE: 10, 20, 30-31, 54-55, 59-60 TE: 6-9, 12-13, 20-23, 28, 30</p> <p>Toxic Leak SE: 37 TE: 24</p>

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<p align="right">(Continued)</p> <p>2.1a critically analyze data to exclude erroneous information</p>	<p align="right">(Continued)</p> <p>Outbreak SE: 28, 30, 48, 51-52 TE: 17, 19-21, 29, 34-37</p> <p>Global Warming SE: 25-26, 61-62, 66 TE: 9-11, 24-26, 31</p> <p>Oil Spill SE: 29, 46-48 TE: 12-13, 28-33</p> <p>Earthquake SE: 14-15 TE: 6-7</p> <p>Tornado SE: 7-9, 12-15, 19-20 TE: 20-21</p>
<p>2.1b identify and explain sources of error in a data collection</p>	<p>Can be developed using the following</p> <p>Survive SE: 18-19, 21, 30-31, 56-57, 61-62 TE: 6-8, 13-17, 28-29, 36-37</p> <p>Fire SE: 63-64 TE: 22-23</p> <p>Blight SE: 27-28, 35-36, 44-45, 49-51 TE: 10-18, 21-22</p> <p>Gold Medal SE: 16-17, 47-48 TE: 12, 18-19, 45</p> <p>Gold Rush SE: 52-53 TE: 28-29</p> <p>First Flight SE: 8-9, 50-51, 54-55 TE: 4-5, 17-20, 25-26</p> <p>Blackout SE: 20-22 TE: 10-11</p> <p>Fraud SE: 44-47 TE: 25-31</p> <p>Volcano SE: 58-59 TE: 23-24</p> <p>Asteroid SE: 23-24, 33-36 TE: 8-13</p>

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(Continued)	(Continued)
2.1b identify and explain sources of error in a data collection	<p>Flood SE: 10, 20-21, 30-31, 54-55, 59-60 TE: 6-9, 12-13, 20-23, 28, 30</p> <p>Toxic Leak SE: 37-38 TE: 24</p> <p>Outbreak SE: 28-30, 48, 52-53 TE: 17, 19-21, 29, 36-37</p> <p>Global Warming SE: 66-67 TE: 31</p> <p>Oil Spill SE: 29, 46-48 TE: 12-13, 28-33</p>
2.2 Identify advantages and limitations of data-handling programs and graphics programs.	<p>Can be developed using the following</p> <p>Fire SE: 63-64 TE: 22-23</p> <p>Global Warming TE: 25-26, 61-62 SE: 9-11, 24-26</p> <p>Outbreak SE: 51-52 TE: 34-35</p> <p>Earthquake SE: 14-15 TE: 6-7</p> <p>Tornado SE: 28</p>
2.3 Understand why electronically stored personal information has greater potential for misuse than records kept in conventional form.	<p>Can be developed using the following</p> <p>Fire SE: 63-64 TE: 22-23</p> <p>Earthquake SE: 14-15 TE: 6-7</p>
Key Idea 3: <i>Information technology can have positive and negative impacts on society, depending upon how it is used.</i>	
3.1 Use graphical, statistical, and presentation software to present projects to fellow classmates.	<p>Can be developed using the following</p> <p>Fire SE: 63 TE: 22-23</p>

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<p align="right">(Continued)</p> <p>3.1 Use graphical, statistical, and presentation software to present projects to fellow classmates.</p>	<p align="right">(Continued)</p> <p>Outbreak SE: 38 TE: 22-24</p> <p>Global Warming SE: 53, 61-62 TE: 17-18, 24-27</p> <p>Gold Medal SE: 49-50 TE: 24-25</p> <p>Survive SE: 48-49 TE: 23-24</p>
<p>3.2 Describe applications of information technology in mathematics, science, and other technologies that address needs and solve problems in the community.</p>	<p>Can be developed using the following</p> <p>Flood SE: 55-57, 59 TE: 22, 24, 28</p> <p>Hurricane SE: 52-54 TE: 22, 24</p> <p>Volcano SE: 57-59 TE: 21, 23, 25</p> <p>Tornado SE: 52-54 TE: 22-26</p> <p>Fire SE: 15, 63, 66-68 TE: 11, 22, 24, 26, 28</p> <p>Earthquake SE: 41, 43 TE: 16, 20</p> <p>Asteroid SE: 50-53 TE: 18, 22, 24</p> <p>First Flight SE: 52-54 TE: 21, 23, 25</p> <p>Blackout SE: 59-61 TE: 45-49</p> <p>Survive SE: 58-60 TE: 30, 32, 34</p> <p>Fraud SE: 41-45 TE: 21, 23, 25</p> <p>Thrill Ride SE: 48-50 TE: 22-26</p>

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<p align="right">(Continued)</p> <p>3.2 Describe applications of information technology in mathematics, science, and other technologies that address needs and solve problems in the community.</p>	<p align="right">(Continued)</p> <p>Oil Spill SE: 45-47 TE: 24, 26, 28, 30</p> <p>Gold Medal SE: 46-49 TE: 18, 20, 22, 24</p>
<p>3.3 Explain the impact of the use and abuse of electronically generated information on individuals and families.</p>	<p>Can be developed using the following</p> <p>Volcano SE: 49-50, 57, 61 TE: 18-19, 21-22, 29-30</p> <p>Tornado SE: 7, 56 TE: 8-10, 31</p> <p>Asteroid SE: 54-55 TE: 26-27, 29-30</p> <p>Hurricane SE: 47-48 TE: 18-19</p> <p>Flood SE: 60-61 TE: 30-31</p> <p>Toxic Leak SE: 34, 38-39 TE: 18-19, 26-27</p> <p>Fire SE: 8-9, 59, 66, 71 TE: 7-10, 19-20, 24-25, 32-33</p> <p>Outbreak SE: 8, 30, 38, 44-45 TE: 16, 19-27</p> <p>Global Warming SE: 8 TE: 6-7</p> <p>Oil Spill SE: 14, 38-39, 43-44, 46 TE: 6-7, 14-16, 18-21, 28-29</p> <p>Fraud SE: 11-12 TE: 5-8</p> <p>Gold Medal SE: 12-13 TE: 4-5</p> <p>Survive SE: 56-57 TE: 28-29</p>

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Standard 6—Interconnectedness: Common Themes	
Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.	
SYSTEMS THINKING:	
Key Idea 1: <i>Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.</i>	
1.1 Describe the differences between dynamic systems and organizational systems.	<p>Can be developed using the following</p> <p>Survive SE: 11-2, 20-22, 54 TE: 11-14</p> <p>Oil Spill SE: 28-39, 43-44</p> <p>Global Warming SE: 24, 33, 46-47</p> <p>Asteroid SE: 21-22, 33, 35, 42 TE: 12-17</p> <p>Thrill Ride SE: 32, 47</p> <p>Blackout SE: 48-49;54</p>
1.2 Describe the differences and similarities among engineering systems, natural systems, and social systems.	<p>Can be developed using the following</p> <p>Volcano SE: 49-50, 57-58, 61-62 TE: 18-19, 21-22, 29-30</p> <p>Tornado SE: 7-8, 56-57 TE: 8-10, 31</p> <p>Asteroid SE: 54-55 TE: 26-27, 29-30</p> <p>Hurricane SE: 47-48 TE: 18-19</p> <p>Flood SE: 60-61 TE: 30-31</p> <p>Toxic Leak SE: 34-35, 38-39 TE: 18-19, 26-27</p> <p>Fire SE: 8-9, 59-60, 66-67, 71-72 TE: 7-10, 19-20, 24-25, 32-33</p>

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<p align="right">(Continued)</p> <p>1.2 Describe the differences and similarities among engineering systems, natural systems, and social systems.</p>	<p align="right">(Continued)</p> <p>Outbreak SE: 8-9, 30-31, 38-39, 44-45 TE: 16, 19-27</p> <p>Global Warming SE: 8-9 TE: 6-7</p> <p>Oil Spill SE: 14-15, 38-39, 43-44, 46-47 TE: 6-7, 14-16, 18-21, 28-29</p> <p>Fraud SE: 11-12 TE: 5-8</p> <p>Gold Medal SE: 12-13 TE: 4-5</p> <p>Survive SE: 56-57 TE: 28-29</p>
<p>1.3 Describe the differences between open- and closed-loop systems.</p>	<p>Can be developed using the following</p> <p>Toxic Leak SE: 26-27 TE: 12-14</p> <p>Global Warming SE: 6-7, 9-11, 20, 25-26, 41-43, 53-54 TE: 8-9, 13-18</p> <p>Blackout SE: 34-35</p> <p>Fire SE: 53</p> <p>Volcano SE: 17</p>
<p>1.4 Describe how the output from one part of a system (which can include material, energy, or information) can become the input to other parts.</p>	<p>Can be developed using the following</p> <p>Volcano SE: 49-50, 57, 61 TE: 18-19, 21-22, 29-30</p> <p>Tornado SE: 7, 56 TE: 8-10, 31</p> <p>Asteroid SE: 54-55 TE: 26-27, 29-30</p> <p>Hurricane SE: 47-48 TE: 18-19</p>

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<p align="right">(Continued)</p> <p>1.4 Describe how the output from one part of a system (which can include material, energy, or information) can become the input to other parts.</p>	<p align="right">(Continued)</p> <p>Flood SE: 60-61 TE: 30-31</p> <p>Toxic Leak SE: 34, 38-39 TE: 18-19, 26-27</p> <p>Fire SE: 8-9, 59, 66, 71 TE: 7-10, 19-20, 24-25, 32-33</p> <p>Outbreak SE: 8, 30, 38, 44-45 TE: 16, 19-27</p> <p>Global Warming SE: 8 TE: 6-7</p> <p>Oil Spill SE: 14, 38-39, 43-44, 46 TE: 6-7, 14-16, 18-21, 28-29</p> <p>Fraud SE: 11-12 TE: 5-8</p> <p>Gold Medal SE: 12-13 TE: 4-5</p> <p>Survive SE: 56-57 TE: 28-29</p>
MODELS:	
Key Idea 2: <i>Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.</i>	
<p>2.1 Select an appropriate model to begin the search for answers or solutions to a question or problem.</p>	<p>Can be developed using the following</p> <p>Volcano SE: 59-60 TE: 25-26</p> <p>Asteroid SE: 42-43 TE: 14-17</p> <p>Flood SE: 55-59 TE: 22-23, 26-27</p> <p>Earthquake SE: 41-45 TE: 16-17, 20-21</p> <p>Fire SE: 40-41 TE: 16-17</p>

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<p align="right">(Continued)</p> <p>2.1 Select an appropriate model to begin the search for answers or solutions to a question or problem.</p>	<p align="right">(Continued)</p> <p>Outbreak SE: 51-53 TE: 34-35</p> <p>Oil Spill SE: 47-48 TE: 30-31</p> <p>Fraud SE: 44-45 TE: 25-26</p> <p>Thrill Ride SE: 11-12, 21-22, 38-40 TE: 4-10, 18-20</p> <p>First Flight SE: 16-17 TE: 8-10</p> <p>Gold Rush SE: 51-52 TE: 26-27</p> <p>Blight SE: 10-11, 35-56 TE: 5-7, 13-14</p>
<p>2.2 Use models to study processes that cannot be studied directly (e.g., when the real process is too slow, too fast, or too dangerous for direct observation).</p>	<p>Can be developed using the following</p> <p>Volcano SE: 14 TE: 8-9</p> <p>Earthquake SE: 41 TE: 16-17</p> <p>Outbreak SE: 51-52 TE: 34-35</p> <p>Global Warming SE: 25-26 TE: 9-11</p> <p>Fire SE: 27-28, 63 TE: 14-15, 22-23</p>
<p>2.3 Demonstrate the effectiveness of different models to represent the same thing and the same model to represent different things.</p>	<p>Can be developed using the following</p> <p>Blackout SE: 17</p> <p>Oil Spill SE: 45, 47 TE: 24-25, 30-31;</p> <p>Fraud SE: 44 TE: 25-26</p>

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<p align="right">(Continued)</p> <p>2.3 Demonstrate the effectiveness of different models to represent the same thing and the same model to represent different things.</p>	<p align="right">(Continued)</p> <p>Fire SE: 27-28, 40-41 TE: 14-17</p> <p>First Flight SE: 16 TE: 8-10</p> <p>Gold Rush SE: 51 TE: 26-27</p> <p>Earthquake SE: 29-30, 43 TE: 10-11, 20-21</p> <p>Flood SE: 55, 58 TE: 22-23, 26-27</p> <p>Volcano SE: 5 TE: 6-7</p> <p>Thrill Ride SE: 21-22, 38-39 TE: 6-11, 18-19</p> <p>Blackout SE: 35 TE: 13-14</p>
MAGNITUDE AND SCALE:	
<p>Key Idea 3: <i>The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.</i></p>	
<p>3.1 Cite examples of how different aspects of natural and designed systems change at different rates with changes in scale.</p>	<p>Can be developed using the following</p> <p>Blackout SE: 17</p> <p>Asteroid SE: 42-43 TE: 14-17</p>
<p>3.2 Use powers of ten notation to represent very small and very large numbers.</p>	<p>Can be developed using the following</p> <p>Global Warming SE: 61-62 TE: 24-26</p>

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EQUILIBRIUM AND STABILITY:	
Key Idea 4: <i>Equilibrium is a state of stability due either to a lack of change (static equilibrium) or a balance between opposing forces (dynamic equilibrium).</i>	
<p>4.1 Describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits.</p>	<p>Can be developed using the following</p> <p>Volcano SE: 14, 57-59 TE: 8-9, 21, 23, 25</p> <p>Earthquake SE: 41, 43 TE: 16-17, 20</p> <p>Outbreak SE: 51-52 TE: 34-35</p> <p>Global Warming SE: 25-26 TE: 9-11</p> <p>Fire SE: 15, 27-2863, 66-68 TE: 11, 14-15, 22-24, 28</p> <p>Flood SE: 55-57, 59 TE: 22, 24, 28</p> <p>Hurricane SE: 52-54 TE: 22, 24</p> <p>Tornado SE: 52-54 TE: 22-26</p> <p>Asteroid SE: 50-53 TE: 18, 22, 24</p> <p>First Flight SE: 52-54 TE: 21, 23, 25</p> <p>Blackout SE: 59-61 TE: 45-49</p> <p>Survive SE: 58-60 TE: 30, 32, 34</p> <p>Fraud SE: 41-45 TE: 21, 23, 25</p> <p>Thrill Ride SE: 48-50 TE: 22-26</p>

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<p align="right">(Continued)</p> <p>4.1 Describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits.</p>	<p align="right">(Continued)</p> <p>Oil Spill SE: 45-47 TE: 24, 26, 28, 30</p> <p>Gold Medal SE: 46-49 TE: 18, 20, 22, 24</p>
<p>4.2 Describe changes within equilibrium cycles in terms of frequency or cycle length and determine the highest and lowest values and when they occur.</p>	<p>Can be developed using the following</p> <p>Oil Spill SE: 13</p> <p>Toxic Leak SE: 26-27 TE: 12-14</p> <p>Tornado SE: 43</p> <p>Hurricane SE: 37-38 TE: 141-15</p> <p>Flood SE: 20-21 TE: 8-10</p>
PATTERNS OF CHANGE:	
<p>Key Idea 5: <i>Identifying patterns of change is necessary for making predictions about future behavior and conditions.</i></p>	
<p>5.1 Use simple linear equations to represent how a parameter changes with time.</p>	<p>Can be developed using the following:</p> <p>Flood SE: 10, 20, 30, 37, 47-48, 56-57 TE: 7, 9-17, 24-25</p> <p>Hurricane SE: 20-21, 53 TE: 6-7, 22-23</p> <p>Tornado SE: 13-14, 52, 54 TE: 5-7, 22-23, 26-27</p> <p>Fire SE: 63, 67-69 TE: 22-23, 26-27</p> <p>Asteroid SE: 10, 42-43, 50-52 TE: 6-7, 14-19, 22-23</p> <p>Earthquake SE: 34, 40-41, 43 TE: 12-17, 20-21</p>

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CORE CURRICULUM STANDARDS, INTERMEDIATE LEVEL SCIENCE, 5-8	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<p align="right">(Continued)</p> <p>5.1 Use simple linear equations to represent how a parameter changes with time.</p>	<p align="right">(Continued)</p> <p>Volcano SE: 14, 27-28, 30, 49-50, 57 TE: 8-13, 18-19, 21</p> <p>Toxic Leak SE: 34, 36-37 TE: 18-19, 22</p> <p>Survive SE: 18, 30, 32, 59 TE: 32, 36, 58-59</p> <p>Outbreak SE: 28, 30, 38, 44, 48, 51, 58 TE: 14, 16-17, 19, 22, 25, 29, 34</p> <p>Global Warming SE: 8, 25, 41, 53, 61 TE: 6, 9, 13, 17, 24-26, 29</p> <p>Oil Spill SE: 14, 22-24, 26, 30, 38-39, 45 TE: 6, 8, 14, 18, 20, 24, 26-27, 30</p> <p>Fraud SE: 11, 21, 25, 28, 32, 41, 44 TE: 5, 9, 12, 14, 17-18, 21, 25</p> <p>Trill Ride SE: 11, 21, 28, 38,49 TE: 4, 8, 12, 18, 24</p> <p>Blackout SE: 30, 52, 60-61 TE: 32, 43, 47, 49</p> <p>First Flight SE: 8, 21, 52-53 TE: 4, 11, 21-23</p> <p>Gold Rush SE: 8, 16, 26, 30, 51-54 TE: 20, 26-27, 30-31, 37</p>
<p>5.2 Observe patterns of change in trends or cycles and make predictions on what might happen in the future.</p>	<p>Can be developed using the following</p> <p>Blackout SE: 48-49 TE: 36-38</p> <p>Oil Spill SE: 43-44 TE: 20-21</p> <p>Global Warming SE: 8, 25-26, 53, 61-62 TE: 6-7, 9-11, 17-19, 24-26</p>

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OPTIMIZATION:	
Key Idea 6: <i>In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.</i>	
6.1 Determine the criteria and constraints and make trade-offs to determine the best decision.	<p>Can be developed using the following</p> <p>Volcano SE: 49-50, 57, 61 TE: 18-19, 21-22, 29-30</p> <p>Tornado SE: 7, 56 TE: 8-10, 31</p> <p>Asteroid SE: 54-55 TE: 26-27, 29-30</p> <p>Hurricane SE: 47-48 TE: 18-19</p> <p>Flood SE: 60-61 TE: 30-31</p> <p>Toxic Leak SE: 34, 38-39 18-19, 26-27</p> <p>Fire SE: 8-9, 59, 66, 71 TE: 7-10, 19-20, 24-25, 32-33</p> <p>Outbreak SE: 8, 30, 38, 44-45 TE: 16, 19-27</p> <p>Global Warming SE: 8 TE: 6-7</p> <p>Oil Spill SE: 14, 38-39, 43-46 TE: 6-7, 14-16, 18-21, 26-29</p> <p>Fraud SE: 11-12, 47 TE: 5-8, 30-31</p> <p>Gold Medal SE: 12-13 TE: 4-5</p> <p>Survive SE: 56-57, 61 TE: 28-29, 36-37</p> <p>Thrill Ride SE: 52-53 TE: 30-31</p>

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<p align="right">(Continued)</p> <p>6.1 Determine the criteria and constraints and make trade-offs to determine the best decision.</p>	<p align="right">(Continued)</p> <p>Blackout SE: 52-53, 63-64 TE: 43-44, 53-54</p> <p>First Flight SE: 53-54 TE: 23-24</p>
<p>6.2 Use graphs of information for a decision-making problem to determine the optimum solution.</p>	<p>Can be developed using the following</p> <p>Flood SE: 10, 13, 20-21, 30-31, 37-38, 48-49, 52-53, 55-57, 59-61 TE: 6-8, 12-15, 17, 19, 22-25, 28-29</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-54 TE: 6-12, 14, 22-25, 32-42</p> <p>Tornado SE: 7, 10, 12-14, 19-20, 41, 46, 52-54 TE: 2-10, 12-14, 17-22, 24-27, 34-44, 45-55, 56-61</p> <p>Fire SE: 8-9, 15, 27, 40-41, 59, 63, 67-68, 71 TE: 7-14, 16-17, 19-23, 26-29, 32</p> <p>Asteroid SE: 10, 23-24, 35, 42-43, 50-53 TE: 6-9, 12, 14-18, 20, 22, 24</p> <p>Earthquake SE: 6-9, 14, 29, 34, 40-41, 44-45 TE: 2-7, 10-17, 22-24</p> <p>Volcano SE: 5, 14, 27-28, 37, 49-50, 57, 59 TE: 6-11, 14-15, 18-19, 21-22, 25-26</p>

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Standard 7—Interdisciplinary Problem Solving	
Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.	
CONNECTIONS:	
Key Idea 1: <i>The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.</i>	
Key Idea 1: <i>Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints.</i>	
1.1 Analyze science/technology/society problems and issues at the local level and plan and carry out a remedial course of action.	<p>Can be developed using the following</p> <p>Gold Medal SE: 49-50 TE: 24</p> <p>Oil Spill SE: 46-47 TE: 28, 30</p> <p>Thrill Ride SE: 48-49 TE: 22</p> <p>Fraud SE: 44 TE: 25</p> <p>Global Warming SE: 41-42</p> <p>Survive SE: 60-61 TE: 34</p> <p>Blackout SE: 59-60 TE: 45</p> <p>First Flight SE: 21-22,54-55 TE: 25</p> <p>Asteroid SE: 50-51, 53-54 TE: 18, 24</p> <p>Earthquake SE: 41-42 TE: 16</p> <p>Fire SE: 15-16, 27-29, 63, 66-67 TE: 11, 14, 24</p>

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<p align="right">(Continued)</p> <p>1.1 Analyze science/technology/society problems and issues at the local level and plan and carry out a remedial course of action.</p>	<p align="right">(Continued)</p> <p>Volcano SE: 58-59 TE: 23, 25</p> <p>Hurricane SE: 53-54 TE: 24</p> <p>Tornado SE: 52-53 TE: 22, 24</p> <p>Flood SE: 55-56, 59-60 TE: 22, 28</p> <p>Gold Rush SE: 51-52</p> <p>Outbreak SE: 51-52</p>
<p>1.2 Make informed consumer decisions by seeking answers to appropriate questions about products, services, and systems; determining the cost/benefit and risk/benefit tradeoffs; and applying this knowledge to a potential purchase.</p>	<p>Can be developed using the following</p> <p>Fire SE: 63, 66, 68</p> <p>Toxic Leak SE: 37</p> <p>Survive SE: 60</p> <p>Gold Medal SE: 48-49</p> <p>Outbreak SE: 48</p> <p>Oil Spill SE: 45-46</p> <p>Thrill Ride SE: 50-51</p> <p>Hurricane SE: 52-54</p> <p>First Flight SE: 54-55</p> <p>Flood SE: 59-60</p> <p>Gold Rush SE: 53-54</p> <p>Asteroid SE: 53-54</p> <p>Blight SE: 51-54</p> <p>Tornado SE: 53-54</p> <p>Volcano SE: 58-59</p>

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<p>1.3 Design solutions to real-world problems of general social interest related to home, school, or community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in developing a solution.</p>	<p>Can be developed using the following</p> <p>Blight SE: 25, 51-52</p> <p>Asteroid SE: 50-53</p> <p>Hurricane SE: 52-54</p> <p>Volcano SE: 57-59</p> <p>Gold Rush SE: 51-53</p> <p>Flood SE: 55-57</p> <p>First Flight SE: 53-54</p> <p>Blackout SE: 45, 49-50</p> <p>Tornado SE: 52-53</p> <p>Thrill Ride SE: 48-51</p> <p>Fraud SE: 41-42, 44-45</p> <p>Oil Spill SE: 45-47</p> <p>Global Warming SE: 61-62, 65-66</p> <p>Toxic Leak SE: 37-38</p> <p>Outbreak SE: 48-52</p> <p>Fire SE: 66-72</p> <p>Gold Medal SE: 47-49</p> <p>Earthquake SE: 41-44</p> <p>Survive SE: 59-60</p>
<p>1.4 Describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation.</p>	<p>Can be developed using the following</p> <p>Fire SE: 27-28</p> <p>Earthquake SE: 41-44</p> <p>Outbreak SE: 51-52</p> <p>Gold Medal SE: 61-62</p>

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<p align="right">(Continued)</p> <p>1.4 Describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation.</p>	<p align="right">(Continued)</p> <p>Global Warming SE: 41-42</p> <p>Asteroid SE: 51-52</p> <p>Oil Spill SE: 41, 45-46</p> <p>Fraud SE: 41-45</p> <p>Thrill Ride SE: 11-12, 38-39, 48</p> <p>Blackout SE: 59-62</p> <p>First Flight SE: 53-54</p> <p>Gold Rush SE: 51-52</p> <p>Volcano SE: 57-60</p> <p>Tornado SE: 52-55</p> <p>Flood SE: 55-57</p>
STRATEGIES:	
<p>Key Idea 2: <i>Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.</i></p>	
<p>2.1 Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to:</p>	
<ul style="list-style-type: none"> Working Effectively: Contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identify and managing responsibilities of team members; and staying on task, whether working alone or as part of a group. 	<p>Can be developed using the following</p> <p>Fire SE: 27-28</p> <p>Global Warming SE: 41-42</p> <p>First Flight SE: 21-22</p> <p>Gold Rush SE: 51-52</p>
<ul style="list-style-type: none"> Gathering and Processing Information: Accessing information from printed media, electronic data bases, and community resources and using the information to develop a definition of the problem and to research possible solutions. 	<p>Can be developed using the following</p> <p>Fire SE: 27-28, 63-64</p> <p>Outbreak SE: 51-53</p>

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(Continued)	(Continued)
<ul style="list-style-type: none"> Gathering and Processing Information: Accessing information from printed media, electronic data bases, and community resources and using the information to develop a definition of the problem and to research possible solutions. 	Gold Rush SE: 51-53 Asteroid SE: 50-51
<ul style="list-style-type: none"> Generating and Analyzing Ideas: Developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data. 	Can be developed using the following Fire SE: 27-28 Outbreak SE: 51-52 Global Warming SE: 41-42 First Flight SE: 21-22 Asteroid SE: 50-51
<ul style="list-style-type: none"> Common Themes: Observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem. 	Can be developed using the following Fire SE: 63-64 Global Warming SE: 41-42
<ul style="list-style-type: none"> Realizing Ideas: Constructing components or models, arriving at a solution, and evaluating the result. 	Can be developed using the following Fire SE: 63-64 Outbreak SE: 51-52 Gold Rush SE: 51-52 Asteroid SE: 50-51
<ul style="list-style-type: none"> Presenting Results: Using a variety of media to present the solution and to communicate the results. 	Can be developed using the following Fire SE: 27-28, 63 TE:22-23 Global Warming SE: 25-26, 61-62 TE: 9-11, 24-26 Blackout SE: 48-49 TE: 36-37

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(Continued)	(Continued)
<ul style="list-style-type: none"> Presenting Results: Using a variety of media to present the solution and to communicate the results. 	Outbreak SE: 51 TE: 34-35 Earthquake SE: 14-15 SE: 6-7
PROCESS SKILLS – BASED ON STANDARD 4	
General Skills	
1. follow safety procedures in the classroom and laboratory	Can be developed using the following Flood SE: 1, 6, 30, 37, 48, 50-51, 59 TE: 3-4, 12, 14, 28 Hurricane SE: 20, 23, 27, 42, 53-54 TE: 6, 24-25 Tornado SE: 15-17, 28, 32, 35-37, 53, 56 TE: 15, 24, 31 Fire SE: 27, 32-37, 44-45, 50-53, 59, 62-64, 66, 68 TE: 14-15, 19-24, 28-29 Asteroid SE: 10, 42-44, 50-52, 54 TE: 6, 14, 18, 22, 26 Earthquake SE: 23-25, 29, 34, 43 TE: 8-11, 20 Volcano SE: 5, 14, 27-28, 37, 49-50, 57 TE: 6-11, 14-15, 18-19, 21-22 Oil Spill SE: 38-39 Toxic Leak SE: 16-17, 20-21 Blackout SE: 10-11, 14-15 Fraud SE: 32, 41-42 Gold Rush SE: 28-29 First Flight SE: 16-17 Survive SE: 38-39

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(Continued)	(Continued)
1. follow safety procedures in the classroom and laboratory	Outbreak SE: 28-29 Blight SE: 10-11 Global Warming SE: 8-9
2. safely and accurately use the following measurement tools:	
<ul style="list-style-type: none"> • metric ruler 	Can be developed using the following Fraud SE: 32, 41 Hurricane SE: 15 Volcano SE: 7-9, 13, 22 Gold Rush SE: 28-29 Outbreak SE: 28-29 Survive SE: 38 Blackout SE: 14-15 First Flight SE: 8 Gold Medal SE: 12 Flood SE: 20, 48-49 Tornado SE: 46 Asteroid SE: 10, 23-24 Oil Spill SE: 38-39
<ul style="list-style-type: none"> • balance 	Can be developed using the following Oil Spill SE: 38, 45 Asteroid SE: 10, 51 Gold Rush SE: 20-21 Fraud SE: 11, 41

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<ul style="list-style-type: none"> • stopwatch 	<p>Can be developed using the following</p> <p>Tornado SE: 7</p> <p>Asteroid SE: 51</p> <p>Volcano SE: 27-28</p> <p>Toxic Leak SE: 16, 20</p> <p>Flood SE: 48-49</p> <p>First Flight SE: 16</p>
<ul style="list-style-type: none"> • graduated cylinder 	<p>Can be developed using the following</p> <p>Oil Spill SE: 38</p> <p>Volcano SE: 27-28</p> <p>Blight SE: 10</p> <p>Fraud SE: 32, 41</p>
<ul style="list-style-type: none"> • thermometer 	<p>Can be developed using the following</p> <p>Gold Rush SE: 37</p> <p>Global Warming SE: 8</p> <p>Blackout SE: 10-11, 14-15</p>
<ul style="list-style-type: none"> • spring scale 	<p>Can be developed using the following</p> <p>Fraud SE: 11 TE: 5-6</p> <p>Oil Spill SE: 45</p>
<ul style="list-style-type: none"> • voltmeter 	<p>Can be developed using the following</p> <p>Tornado SE: 52</p>

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3. use appropriate units for measured or calculated values	<p>Can be developed using the following</p> <p>Oil Spill SE: 38, 45</p> <p>Tornado SE: 7, 52</p> <p>Fraud SE: 11, 32, 41 TE: 5-6</p> <p>Gold Rush SE: 37</p> <p>Global Warming SE: 8</p> <p>Blackout SE: 10-11, 14-15</p> <p>Volcano SE: 27-28</p> <p>Blight SE: 10</p> <p>Asteroid SE: 51</p> <p>Toxic Leak SE: 16, 20</p> <p>Flood SE: 48-49</p> <p>First Flight SE: 16</p>
4. recognize and analyze patterns and trends	<p>Can be developed using the following</p> <p>Flood SE: 13, 30-31, 37-38, 48-49, 52-53 TE: 12-17</p> <p>Hurricane SE: 20-21, 25-26, 37, 52-54 TE: 6-10, 12, 14, 22, 24-25, 43</p> <p>Tornado SE: 8-10, 18-19, 30, 32, 36, 41, 50, 53-54 TE: 10-13, 15, 17-19, 22, 24-27</p> <p>Fire SE: 8-9, 27, 59, 68 TE: 7-8, 14-15, 19-21, 28-29</p> <p>Asteroid SE: 10, 23-24, 43, 50-52 TE: 6-7, 9-10, 16-21</p> <p>Earthquake SE: 14-15, 34, 40-41, 43-45 TE: 6-7, 12, 15-17, 20-23</p> <p>Volcano SE: 5, 27-28, 30, 39, 55, 58 TE: 6-7, 10-13, 23-24</p>

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<p align="right">(Continued)</p> <p>4. recognize and analyze patterns and trends</p>	<p align="right">(Continued)</p> <p>Blight SE: 53-54 TE: 30-31</p> <p>Gold Rush SE: 51 TE: 26-27</p> <p>Outbreak SE: 51 TE: 34-35</p> <p>Toxic Leak SE: 20-21 TE: 10-11</p> <p>Blackout SE: 48-49, 52; TE: 36-38, 43-44</p> <p>Gold Medal SE: 48 TE: 22-23</p> <p>Survive SE: 59 TE: 32-33</p> <p>First Flight SE: 21-22 TE: 11-13</p> <p>Oil Spill SE: 22-23 TE: 9-12</p> <p>Global Warming SE: 25-26, 53, 61-62 TE: 9-11,17-19,24-26</p> <p>Fraud SE: 21-22 TE: 9-11</p>
<p>5. classify objects according to an established scheme and a student-generated scheme</p>	<p>Can be developed using the following</p> <p>Blight SE: 7, 35, 44</p> <p>Survive SE: 7</p> <p>Outbreak SE: 28-30 TE: 17-18</p> <p>Gold Medal SE: 18-19, 28, 36</p> <p>Survive SE: 11-12, 36-37 TE: 11-13, 18-21</p>

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6. develop and use a dichotomous key	<p>Can be developed using the following</p> <p>Outbreak SE: 28-29 TE: 17-18</p>
7. sequence events	<p>Can be developed using the following</p> <p>Flood SE: 10, 20, 30, 37, 48, 55-57, 67 TE: 7, 9-17, 24-25</p> <p>Hurricane SE: 20-21, 52-53 TE: 6-7, 22-23</p> <p>Tornado SE: 13-14, 52, 54 TE: 5-7, 22-23, 26-27</p> <p>Fire SE: 5-6, 8-9, 15, 40-41, 59, 63, 67-69 TE: 4-5, 7-12, 16-17, 19, 22-23, 26-29</p> <p>Asteroid SE: 10, 42-43, 50-52 TE: 6-7, 14-19, 22-23</p> <p>Earthquake SE: 23, 29, 34, 40-41, 43 TE: 8-10, 12-17, 20-21</p> <p>Volcano SE: 14, 27-28, 30, 49-50, 57, 59 TE: 8-13, 18-19, 21, 25-26</p> <p>Toxic Leak SE: 34, 36-37 TE: 18-19, 22</p> <p>Survive SE: 18, 30, 32, 59 TE: 32, 36, 58-59</p> <p>Outbreak SE: 28, 30, 38, 44, 48, 51, 58 TE: 14, 16-17, 19, 22, 25, 29, 34-35</p> <p>Global Warming SE: 8, 25, 41, 53, 60-61 TE: 6, 9, 13, 17, 22-26, 29</p> <p>Oil Spill SE: 14, 22-24, 26, 30, 38-39, 45 TE: 6, 8, 14, 18, 20, 24, 26-27, 30</p> <p>Fraud SE: 11, 21, 25, 28, 32, 41, 44 TE: 5, 9, 12, 14, 17-18, 21, 25</p> <p>Trill Ride SE: 11, 21, 28, 38, 41, 49 TE: 4, 8, 12, 18, 21-22, 24</p>

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(Continued)	(Continued)
7. sequence events	<p>Blackout SE: 30, 52, 60-62 TE: 32, 43, 47-50</p> <p>First Flight SE: 8, 21, 52-53 TE: 4, 11, 21-23</p> <p>Gold Rush SE: 8, 16, 26, 30, 51-54 TE: 20, 26-27, 30-31, 37</p>
Key Idea 2: <i>Deductive and inductive reasoning are used to reach mathematical conclusions</i>	
8. identify cause-and-effect relationships	<p>Can be developed using the following</p> <p>Flood SE: 48-49 TE: 16-17</p> <p>Hurricane SE: 20-21, 25, 37 TE: 10, 14-15, 67</p> <p>Tornado SE: 7, 10, 13-14, 41, 52, 54, 56 TE: 4-10, 17-19, 22-23, 26-27, 31</p> <p>Fire SE: 5-6, 8-9, 15, 67 TE: 4-5, 7-12, 9-21, 26-27</p> <p>Asteroid SE: 23-24, 35, 43, 53 TE: 8-10, 12-13, 16, 24-25</p> <p>Earthquake SE: 14, 34, 43-45 TE: 12-13, 20-24</p> <p>Volcano SE: 5, 27-28, 58 TE: 6-7, 10-11, 23-24</p> <p>Toxic Leak SE: 26-27 TE: 8, 12-13</p> <p>Survive SE: 30-31 TE: 15-17</p> <p>Gold Medal SE: 36-37, 48 TE: 12-13, 22-23</p> <p>Gold Rush SE: 28-29, 53-54 TE: 12-15, 30-31</p>

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(Continued)	(Continued)
8. identify cause-and-effect relationships	First Flight SE: 32-33, 52 TE: 14-15, 21-22 Blackout SE: 48-49 TE: 36-42 Thrill Ride SE: 50 TE: 26-27
9. use indicators and interpret results	Can be developed using the following Outbreak SE: 38-39 TE: 19-20 Blight SE: 10 Fraud SE: 25-26 Outbreak SE: 30-31 TE: 19-20 Global Warming SE: 41-42 TE: 13-16
Environment Skills	
1. manipulate a compound microscope to view microscopic objects	Can be developed using the following Outbreak SE: 38-39 TE: 19-20 Blight SE: 10 Fraud SE: 25-26
2. determine the size of a microscopic object, using a compound microscope	Can be developed using the following Volcano SE: 37 TE: 15 Gold Rush SE: 37, 46
3. prepare a wet mount slide	Can be developed using the following Outbreak SE: 30-31 TE: 19-20

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4. use appropriate staining techniques	<p>Can be developed using the following</p> <p>Global Warming SE: 41-42 TE: 13-16</p>
5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits	<p>Can be developed using the following</p> <p>Survive SE: 30-31</p>
6. classify living things according to a student-generated scheme and an established scheme	<p>Can be developed using the following</p> <p>Survive SE: 21</p>
7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web	<p>Can be developed using the following</p> <p>Survive SE: 20, 54 Oil Spill SE: 28, 43-44 Asteroid SE: 21</p>
8. identify pulse points and pulse rates	<p>Can be developed using the following</p> <p>Gold Medal SE: 36 TE: 12-13</p>
9. identify structure and function relationships in organisms	<p>Can be developed using the following</p> <p>Outbreak SE: 28, 30 Blight SE: 35, 44 Gold Medal SE: 18-19, 28, 36</p>
Physical Setting Skills	
1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map	<p>Can be developed using the following</p> <p>Hurricane SE: 26 TE: 12-13 Earthquake SE: 14 Volcano SE: 49-50</p>

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2. using identification tests and a flow chart, identify mineral samples	<p>Can be developed using the following</p> <p>Gold Rush SE: 4-7</p>
3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type	<p>Can be developed using the following</p> <p>Gold Rush SE: 22-23</p> <p>Volcano SE: 29, 38</p>
4. plot the location of recent Earthquake and volcanic activity on a map and identify patterns of distribution	<p>Can be developed using the following</p> <p>Volcano SE: 49-50</p>
5. use a magnetic compass to find cardinal directions	<p>Can be developed using the following</p> <p>Gold Rush SE: 20-21</p> <p>Blackout SE: 26, 30</p> <p>Fraud SE: 28</p>
6. measure the angular elevation of an object, using appropriate instruments	<p>Can be developed using the following</p> <p>Flood SE: 48-49</p>
7. generate and interpret field maps including topographic and weather maps	<p>Can be developed using the following</p> <p>Hurricane SE: 20-21, 25-26 TE: 6-13</p> <p>Volcano SE: 14, 30</p> <p>Toxic Leak SE: 26-27</p> <p>Tornado SE: 10, 32, 53</p> <p>Flood SE: 10, 37, 48-49</p> <p>Gold Rush SE: 52</p> <p>Global Warming SE: 53</p>

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8. predict the characteristics of an air mass based on the origin of the air mass	<p>Can be developed using the following</p> <p>Oil Spill SE: 13, 16</p> <p>Tornado SE: 6</p> <p>Hurricane SE: 8, 20-21, 29</p>
9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc.	<p>Can be developed using the following</p> <p>Global Warming SE: 24, 27</p> <p>Tornado SE: 10, 42, 52</p> <p>Hurricane SE: 8</p>
10. determine the density of liquids, and regular- and irregular-shaped solids	<p>Can be developed using the following</p> <p>Gold Rush SE: 20</p> <p>Fraud SE: 32</p>
11. determine the volume of a regular- and an irregular-shaped solid, using water displacement	<p>Can be developed using the following</p> <p>Volcano SE: 57</p> <p>Fraud SE: 41</p> <p>Fraud SE: 32</p> <p>TE: 17-18</p>
12. using the periodic table, identify an element as a metal, nonmetal, or noble gas	<p>Can be developed using the following</p> <p>Gold Rush SE: 2-3</p> <p>Fraud SE: 10-13</p>
13. determine the identity of an unknown element, using physical and chemical properties	<p>Can be developed using the following</p> <p>Gold Rush SE: 2-3</p> <p>Fraud SE: 9-13</p>

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14. using appropriate resources, separate the parts of a mixture	Can be developed using the following Gold Rush SE: 2 Fraud SE: 9-10, 16
15. determine the electrical conductivity of a material, using a simple circuit	Can be developed using the following Blackout SE:10-11, 14-15, 20-27
16. determine the speed and acceleration of a moving object	Can be developed using the following Global Warming SE: 27 Asteroid SE: 51-52
Standard 4—The Living Environment	
Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.	
Key Idea 1: <i>Living things are both similar to and different from each other and from nonliving things.</i>	
Introduction: Living things are similar to each other yet different from nonliving things. The cell is a basic unit of structure and function of living things (cell theory). For all living things, life activities are accomplished at the cellular level. Human beings are an interactive organization of cells, tissues, organs, and systems. Viruses lack cellular organization.	
PERFORMANCE INDICATOR 1.1 Compare and contrast the parts of plants, animals, and one-celled organisms.	
<i>Major Understandings:</i>	
1.1a Living things are composed of cells. Cells provide structure and carry on major functions to sustain life. Cells are usually microscopic in size.	Can be developed using the following Blight SE: 5 Gold Medal SE: 11, 40 Fraud SE: 50-51
1.1b The way in which cells function is similar in all living things. Cells grow and divide, producing more cells. Cells take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.	Can be developed using the following Survive SE: 21 Outbreak SE: 5, 38 TE: 14-15, 22-24

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1.1c Most cells have cell membranes, genetic material, and cytoplasm. Some cells have a cell wall and/or chloroplasts. Many cells have a nucleus.	Can be developed using the following Blight SE: 5 Gold Medal SE: 3
1.1d Some organisms are single cells; others, including humans, are multicellular.	Can be developed using the following Blight SE: 5 Global Warming SE: 13 Outbreak SE: 39-40, 51
1.1e Cells are organized for more effective functioning in multicellular organisms.	Can be developed using the following Blight SE: 5
1.1f Many plants have roots, stems, leaves, and reproductive structures. These organized groups of tissues are responsible for a plant's life activities.	Can be developed using the following Blight SE: 18, 47
1.1g Multicellular animals often have similar organs and specialized systems for carrying out major life activities.	Can be developed using the following Blight SE: 5
1.1h Living things are classified by shared characteristics on the cellular and organism level. In classifying organisms, biologists consider details of internal and external structures. Biological classification systems are arranged from general (kingdom) to specific (species).	Can be developed using the following Blight SE: 7, 35, 44 Survive SE: 7 Outbreak SE: 28, 30 Gold Medal SE: 18-19, 28, 36 Survive SE: 11-12, 36-37 TE: 11-13, 18-21

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PERFORMANCE INDICATOR 1.2 Explain the functioning of the major human organ systems and their interactions.		
Introduction: Levels of organization for structure and function of a multicellular organism include cells, tissues, organs, and organ systems.		
<i>Major Understandings:</i>		
1.2a	Each system is composed of organs and tissues which perform specific functions and interact with each other, e.g., digestion, gas exchange, excretion, circulation, loco motion, control, coordination, reproduction, and protection from disease.	Can be developed using the following Outbreak SE: 7, 39-40, 44-45 Gold Medal SE: 13-14, 18-19, 32 TE: 6-8 Fire SE: 10, 24, 50-51 Global Warming SE: 41-42 TE: 13-16 Blight SE: 10-11 TE: 5-6
1.2b	Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.	Can be developed using the following Outbreak SE: 7, 39-40, 44-45 Gold Medal SE: 18-19, 32 TE: 6-8
1.2c	The digestive system consists of organs that are responsible for the mechanical and chemical breakdown of food. The breakdown process results in molecules that can be absorbed and transported to cells.	Can be developed using the following Fraud SE: 17 Fire SE: 50-51 Gold Medal SE: 20, 25, 32 Outbreak SE: 39
1.2d	During respiration, cells use oxygen to release the energy stored in food. The respiratory system supplies oxygen and removes carbon dioxide (gas exchange).	Can be developed using the following Gold Medal SE: 13-14 Fire SE: 10, 24, 50-51 Blight SE: 10-11 TE: 5-7

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1.2e The excretory system functions in the disposal of dissolved waste molecules, the elimination of liquid and gaseous wastes, and the removal of excess heat energy.	<p>Can be developed using the following</p> <p>Global Warming SE: 41-42 TE: 13-16</p> <p>Blight SE: 10-11 TE: 5-6</p>
1.2f The circulatory system moves substances to and from cells, where they are needed or produced, responding to changing demands.	<p>Can be developed using the following</p> <p>Gold Medal SE: 18-19 TE: 6-8</p>
1.2g Locomotion, necessary to escape danger, obtain food and shelter, and reproduce, is accomplished by the interaction of the skeletal and muscular systems, and coordinated by the nervous system.	<p>Can be developed using the following</p> <p>Gold Medal SE: 28-30, 36 TE: 9-15</p>
1.2h The nervous and endocrine systems interact to control and coordinate the body's responses to changes in the environment, and to regulate growth, development, and reproduction. Hormones are chemicals produced by the endocrine system; hormones regulate many body functions.	<p>Can be developed using the following</p> <p>Outbreak SE: 3, 7, 9, 39-40</p> <p>Gold Medal SE: 41</p>
1.2i The male and female reproductive systems are responsible for producing sex cells necessary for the production of offspring.	<p>Can be developed using the following</p> <p>Survive SE: 29, 50, 53</p> <p>Outbreak SE: 40</p>
1.2j Disease breaks down the structures or functions of an organism. Some diseases are the result of failures of the system. Other diseases are the result of damage by infection from other organisms (germ theory). Specialized cells protect the body from infectious disease. The chemicals they produce identify and destroy microbes that enter the body.	<p>Can be developed using the following</p> <p>Outbreak SE: 7, 9-13, 15, 19-21, 24, 27, 34-37, 39, 43, 46</p> <p>Gold Medal SE: 3, 11, 20-21</p>

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<p>Key Idea 2: <i>Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.</i></p>	
<p>Introduction: Every organism requires a set of instructions for specifying its traits. This information is found in the genes of cells. As organisms reproduce, these instructions are passed from one generation to the next.</p>	
<p>PERFORMANCE INDICATOR 2.1 Describe sexual and asexual mechanisms for passing genetic materials from generation to generation.</p>	
<p><i>Major Understandings:</i></p>	
<p>2.1a Hereditary information is contained in genes. Genes are composed of DNA that makes up the chromosomes of cells.</p>	<p>Can be developed using the following</p> <p>Survive SE: 10-11, 30-31, 50, 52-53 TE: 11-12, 15-17</p> <p>Outbreak SE: 40</p>
<p>2.1b Each gene carries a single unit of information. A single inherited trait of an individual can be determined by one pair or by many pairs of genes. A human cell contains thousands of different genes.</p>	<p>Can be developed using the following</p> <p>Survive SE: 10-11, 29-31, 52 TE: 11-12, 15-17</p> <p>Outbreak SE: 40</p>
<p>2.1c Each human cell contains a copy of all the genes needed to produce a human being.</p>	<p>Can be developed using the following</p> <p>Survive SE: 29-30, 46, 48-53 TE: 15-17, 23-27</p>
<p>2.1d In asexual reproduction, all the genes come from a single parent. Asexually produced offspring are genetically identical to the parent.</p>	<p>Can be developed using the following</p> <p>Survive SE: 45</p>
<p>2.1e In sexual reproduction typically half of the genes come from each parent. Sexually produced offspring are not identical to either parent.</p>	<p>Can be developed using the following</p> <p>Survive SE: 35, 45, 50</p> <p>Outbreak SE: 5, 38 TE: 14-15, 22-24</p> <p>Blight SE: 27-28 TE: 10-12</p>

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<p>PERFORMANCE INDICATOR 2.2 Describe simple mechanisms related to the inheritance of some physical traits in offspring.</p>	
<p><i>Major Understandings:</i></p>	
<p>2.2a In all organisms, genetic traits are passed on from generation to generation.</p>	<p>Can be developed using the following</p> <p>Survive SE: 10-11, 35-36; 52-53 TE: 11-12, 18-22</p>
<p>2.2b Some genes are dominant and some are recessive. Some traits are inherited by mechanisms other than dominance and recessiveness.</p>	<p>Can be developed using the following</p> <p>Survive SE: 10, 15-17, 29, 30-31, 52-53 TE: 11-12, 15-17,</p>
<p>2.2c The probability of traits being expressed can be determined using models of genetic inheritance. Some models of prediction are pedigree charts and Punnett squares.</p>	<p>Can be developed using the following</p> <p>Survive SE: 30-31 TE: 15-17</p>
<p>Key Idea 3: <i>Individual organisms and species change over time.</i></p>	
<p>Introduction: Evolution is the change in a species over time. Millions of diverse species are alive today. Generally this diversity of species developed through gradual processes of change occurring over many generations. Species acquire many of their unique characteristics through biological adaptation, which involves the selection of naturally occurring variations in populations (natural selection). Biological adaptations are differences in structures, behaviors, or physiology that enhance survival and reproductive success in a particular environment.</p>	
<p>PERFORMANCE INDICATOR 3.1 Describe sources of variation in organisms and their structures and relate the variations to survival</p>	
<p><i>Major Understandings:</i></p>	
<p>3.1a The processes of sexual reproduction and mutation have given rise to a variety of traits within a species.</p>	<p>Can be developed using the following</p> <p>Survive SE: 11, 29, 50, 53 Outbreak SE: 40</p>

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3.1b Changes in environmental conditions can affect the survival of individual organisms with a particular trait. Small differences between parents and offspring can accumulate in successive generations so that descendants are very different from their ancestors. Individual organisms with certain traits are more likely to Survive and have offspring than individuals without those traits.	Can be developed using the following Survive SE: 21,35-37, 46-47, 50 Blight SE: 27-28 TE: 10-12
3.1c Human activities such as selective breeding and advances in genetic engineering may affect the variations of species.	Can be developed using the following Blight SE: 36-39, 48 TE: 18-19, 23-25
PERFORMANCE INDICATOR 3.2 Describe factors responsible for competition within species and the significance of that competition.	
<i>Major Understandings:</i>	
3.2a In all environments, organisms with similar needs may compete with one another for resources.	Can be developed using the following Survive SE: 11, 35-38, 46-47 Blight SE: 27-28, 34, 37 TE: 11-13
3.2b Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to permit its survival. Extinction of species is common. Fossils are evidence that a great variety of species existed in the past.	Can be developed using the following Oil Spill SE: 3, 9 Survive SE: 11, 17, 21, 23, 36-38, 46-48 TE: 11-14, 18-21
3.2c Many thousands of layers of sedimentary rock provide evidence for the long history of Earth and for the long history of changing life forms whose remains are found in the rocks. Recently deposited rock layers are more likely to contain fossils resembling existing species.	Can be developed using the following Toxic Leak SE: 29 Flood SE: 42
3.2d Although the time needed for change in a species is usually great, some species of insects and bacteria have undergone significant change in just a few years.	Can be developed using the following Survive SE: 39, 42, 48

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Key Idea 4: <i>The continuity of life is sustained through reproduction and development.</i>	
Introduction: The survival of a species depends on the ability of a living organism to produce offspring. Living things go through a life cycle involving both reproductive and developmental stages. Development follows an orderly sequence of events.	
PERFORMANCE INDICATOR 4.1 Observe and describe the variations in reproductive patterns of organisms, including asexual and sexual reproduction.	
<i>Major Understandings:</i>	
4.1a Some organisms reproduce asexually. Other organisms reproduce sexually. Some organisms can reproduce both sexually and asexually.	Can be developed using the following Survive SE: 45
4.1b There are many methods of asexual reproduction, including division of a cell into two cells, or separation of part of an animal or plant from the parent, resulting in the growth of another individual.	Can be developed using the following Survive SE: 45-47
4.1c Methods of sexual reproduction depend upon the species. All methods involve the merging of sex cells to begin the development of a new individual. In many species, including plants and humans, eggs and sperm are produced.	Can be developed using the following Blight SE: 32-33
4.1d Fertilization and/or development in organisms may be internal or external.	Can be developed using the following Blight SE: 32-33
PERFORMANCE INDICATOR 4.2 Explain the role of sperm and egg cells in sexual reproduction.	
<i>Major Understandings:</i>	
4.2a The male sex cell is the sperm. The female sex cell is the egg. The fertilization of an egg by a sperm results in a fertilized egg.	Can be developed using the following Blight SE: 17
4.2b In sexual reproduction, sperm and egg each carry one-half of the genetic information for the new individual. Therefore, the fertilized egg contains genetic information from each parent.	Can be developed using the following Blight SE: 17, 32-33

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<p>PERFORMANCE INDICATOR 4.3 Observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants).</p>	
<p><i>Major Understandings:</i></p>	
<p>4.3a Multicellular organisms exhibit complex changes in development, which begin after fertilization. The fertilized egg undergoes numerous cellular divisions that will result in a multicellular organism, with each cell having identical genetic information.</p>	<p>Can be developed using the following</p> <p>Blight SE: 32-33</p> <p>Survive SE: 45</p>
<p>4.3b In humans, the fertilized egg grows into tissue which develops into organs and organ systems before birth.</p>	<p>Can be developed using the following</p> <p>Outbreak SE: 7, 39</p>
<p>4.3c Various body structures and functions change as an organism goes through its life cycle.</p>	<p>Can be developed using the following</p> <p>Survive SE: 36-37 TE: 18-21</p>
<p>4.3d Patterns of development vary among animals. In some species the young resemble the adult, while in others they do not. Some insects and amphibians undergo metamorphosis as they mature.</p>	<p>Can be developed using the following</p> <p>Survive SE: 5-8, 36-37, 48 TE: 18-2123-25</p>
<p>4.3e Patterns of development vary among plants. In seed-bearing plants, seeds contain stored food for early development. Their later development into adulthood is characterized by varying patterns of growth from species to species.</p>	<p>Can be developed using the following</p> <p>Blight SE: 16, 23, 33-34, 7</p>
<p>4.3f As an individual organism ages, various body structures and functions change.</p>	<p>Can be developed using the following</p> <p>Outbreak SE: 5- 7, 15 TE: 14-15</p>
<p>PERFORMANCE INDICATOR 4.4 Observe and describe cell division at the microscopic level and its macroscopic effects.</p>	
<p><i>Major Understandings:</i></p>	
<p>4.4a In multicellular organisms, cell division is responsible for growth, maintenance, and repair. In some one-celled organisms, cell division is a method of asexual reproduction.</p>	<p>Can be developed using the following</p> <p>Blight 32-33</p>

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4.4b In one type of cell division, chromosomes are duplicated and then separated into two identical and complete sets to be passed to each of the two resulting cells. In this type of cell division, the hereditary information is identical in all the cells that result.	Can be developed using the following Survive SE: 30-31 TE: 15-17
4.4c Another type of cell division accounts for the production of egg and sperm cells in sexually reproducing organisms. The eggs and sperm resulting from this type of cell division contain one-half of the hereditary information.	Can be developed using the following Blight SE: 32-33
4.4d Cancers are a result of abnormal cell division.	Can be developed using the following Outbreak SE: 39, 43
Key Idea 5: <i>Organisms maintain a dynamic equilibrium that sustains life.</i>	
Introduction: All organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment. Organisms respond to internal or environmental stimuli.	
PERFORMANCE INDICATOR 5.1 Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.	
<i>Major Understandings:</i>	
5.1a Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.	Can be developed using the following Survive SE: 11-12 TE: 7-8, 11-14 Blight SE: 10-11, 35-36 TE: 5-7, 13-14
5.1b An organism's overall body plan and its environment determine the way that the organism carries out the life processes.	Can be developed using the following Outbreak SE: 9
5.1c All organisms require energy to Survive . The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.	Can be developed using the following Survive SE: 20 Gold Medal SE: 10 Fraud SE: 50-51

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5.1d The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.	Can be developed using the following Survive SE: 20
5.1e Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.	Can be developed using the following Survive SE: 20, 36 TE: 7-8
5.1f Regulation of an organism's internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal feedback systems.	Can be developed using the following Gold Medal TE: 36 TE: 12-13
5.1g The survival of an organism depends on its ability to sense and respond to its external environment.	Can be developed using the following Survive SE: 36, 46-47, 56 TE: 12-13
PERFORMANCE INDICATOR 5.2	
Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms.	
<i>Major Understandings:</i>	
5.2a Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.	Can be developed using the following Gold Medal SE: 3, 10, 12-13, 20 Fire SE: 53;
5.2b Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.	Can be developed using the following Fraud SE: 17 Fire SE: 50-51 Gold Medal SE: 20, 25, 32

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5.2c Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.	Can be developed using the following Gold Medal SE: 41
5.2d Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.	Can be developed using the following Fire SE: 50-51
5.2e In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.	Can be developed using the following Gold Medal SE: 25, 41
5.2f Contraction of infectious disease, and personal behaviors such as use of toxic substances and some dietary habits, may interfere with one's dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.	Can be developed using the following Gold Medal SE: 20-21, 24-25 Outbreak SE: 39-40
Key Idea 6: <i>Plants and animals depend on each other and their physical environment.</i>	
Introduction: An environmentally aware citizen should have an understanding of the natural world. All organisms interact with one another and are dependent upon their physical environment. Energy and matter flow from one organism to another. Matter is recycled in ecosystems. Energy enters ecosystems as sunlight, and is eventually lost from the community to the environment, mostly as heat.	
PERFORMANCE INDICATOR 6.1 Describe the flow of energy and matter through food chains and food webs.	
<i>Major Understandings:</i>	
6.1a Energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then to decomposers. This process may be visualized with food chains or energy pyramids.	Can be developed using the following Survive SE: 20, 54 Oil Spill SE: 28, 43-44 Fire SE: 54-55
6.1b Food webs identify feeding relationships among producers, consumers, and decomposers in an ecosystem.	Can be developed using the following Asteroid SE: 21 Survive SE: 20 Oil Spill SE: 43-44

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6.1c Matter is transferred from one organism to another and between organisms and their physical environment. Water, nitrogen, carbon dioxide, and oxygen are examples of substances cycled between the living and nonliving environment.	<p>Can be developed using the following</p> <p>Global Warming SE: 12-13</p> <p>Fraud SE: 9</p> <p>Thrill Ride SE: 23</p>
<p>PERFORMANCE INDICATOR 6.2 Provide evidence that green plants make food and explain the significance of this process to other organisms.</p>	
<p><i>Major Understandings:</i></p>	
6.2a Photosynthesis is carried on by green plants and other organisms containing chlorophyll. In this process, the Sun’s energy is converted into and stored as chemical energy in the form of a sugar. The quantity of sugar molecules increases in green plants during photosynthesis in the presence of sunlight.	<p>Can be developed using the following</p> <p>Global Warming SE: 3, 12-13, 20</p> <p>Blight SE: 5, 10-11, 13, 18-20, 34 TE: 5-9</p> <p>Survive SE: 20</p> <p>Fire SE: 24, 53</p>
6.2b The major source of atmospheric oxygen is photosynthesis. Carbon dioxide is removed from the atmosphere and oxygen is released during photosynthesis.	<p>Can be developed using the following</p> <p>Blight SE: 5, 10-11, 13 TE: 5-7</p> <p>Global Warming SE: 16</p>
6.2c Green plants are the producers of food which is used directly or indirectly by consumers.	<p>Can be developed using the following</p> <p>Global Warming SE: 3</p> <p>Blight SE: 13, 44 TE: 15-16</p>

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Key Idea 7: <i>Human decisions and activities have had a profound impact on the physical and living environment.</i>	
Introduction: The number of organisms an ecosystem can support depends on the resources available and physical factors: quantity of light, air, and water; range of temperatures; soil composition. To ensure the survival of our planet, people have a responsibility to consider the impact of their actions on the environment.	
PERFORMANCE INDICATOR 7.1 Describe how living things, including humans, depend upon the living and nonliving environment for their survival.	
<i>Major Understandings:</i>	
7.1a A population consists of all individuals of a species that are found together at a given place and time. Populations living in one place form a community. The community and the physical factors with which it interacts compose an ecosystem.	Can be developed using the following Oil Spill SE: 28-29 Flood SE: 9 Survive SE: 11, 48-49 TE: 11-12, 19-21, 23-24
7.1b Given adequate resources and no disease or predators, populations (including humans) increase. Lack of resources, habitat destruction, and other factors such as predation and climate limit the growth of certain populations in the ecosystem.	Can be developed using the following Global Warming SE: 49 Survive SE: 11, 36-38 TE: 18-21
7.1c In all environments, organisms interact with one another in many ways. Relationships among organisms may be competitive, harmful, or beneficial. Some species have adapted to be dependent upon each other with the result that neither could Survive without the other.	Can be developed using the following Survive SE: 11, 36-37, 48-49 TE: 11-12, 18-21, 23-25
7.1d Some microorganisms are essential to the survival of other living things.	Can be developed using the following Oil Spill SE: 20 Survive SE: 20
7.1e The environment may contain dangerous levels of substances (pollutants) that are harmful to organisms. Therefore, the good health of environments and individuals requires the monitoring of soil, air, and water, and taking steps to keep them safe.	Can be developed using the following Global Warming SE: 40, 54 Survive SE: 20-21 Toxic Leak SE: 17-19

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PERFORMANCE INDICATOR 7.2 Describe the effects of environmental changes on humans and other populations.	
<i>Major Understandings:</i>	
7.2a In ecosystems, balance is the result of interactions between community members and their environment.	Can be developed using the following Survive SE: 39, 54
7.2b The environment may be altered through the activities of organisms. Alterations are sometimes abrupt. Some species may replace others over time, resulting in long term gradual changes (ecological succession).	Can be developed using the following Survive SE: 11, 42-43 Fire SE: 39, 46
7.2c Overpopulation by any species impacts the environment due to the increased use of resources. Human activities can bring about environmental degradation through resource acquisition, urban growth, land-use decisions, waste disposal, etc.	Can be developed using the following Outbreak SE: 5, 38 TE: 14-15, 22-24 Blight SE: 27-28 TE: 10-12
7.2d Since the Industrial Revolution, human activities have resulted in major pollution of air, water, and soil. Pollution has cumulative ecological effects such as acid rain, Global Warming , or ozone depletion. The survival of living things on our planet depends on the conservation and protection of Earth's resources.	Can be developed using the following Survive SE: 11, 42-43 Global Warming SE: 40-42, 54, 56, 60

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Standard 4—The Physical Setting	
Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.	
Key Idea 1: <i>The Earth and celestial phenomena can be described by principles of relative motion and perspective.</i>	
Introduction: The universe is comprised of a wide array of objects, a few of which can be seen by the unaided eye. Others can only be observed with scientific instruments. These celestial objects, distinct from Earth, are in motion relative to Earth and each other. Measurements of these motions vary with the perspective of the observer. Cyclical changes on Earth are caused by interactions among objects in the universe.	
PERFORMANCE INDICATOR 1.1 Explain daily, monthly, and seasonal changes on Earth.	
<i>Major Understandings:</i>	
1.1a Earth's Sun is an average-sized star. The Sun is more than a million times greater in volume than Earth.	Can be developed using the following Asteroid SE: 21 Fire SE: 58
1.1b Other stars are like the Sun but are so far away that they look like points of light. Distances between stars are vast compared to distances within our solar system.	Can be developed using the following Asteroid SE: 22, 33
1.1c The Sun and the planets that revolve around it are the major bodies in the solar system. Other members include comets, moons, and Asteroids . Earth's orbit is nearly circular.	Can be developed using the following Global Warming SE: 2, 51 Thrill Ride SE: 47 Asteroid SE: 2-6, 8, 10, 12-13, 21-22, 26, 33, 42, 50-54 Gold Rush SE: 49 Toxic Leak SE: 21
1.1d Gravity is the force that keeps planets in orbit around the Sun and the Moon in orbit around the Earth.	Can be developed using the following Asteroid SE: 22, 27, 33, 48 Thrill Ride SE: 14, 32, 43, 47

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1.1e Most objects in the solar system have a regular and predictable motion. These motions explain such phenomena as a day, a year, phases of the Moon, eclipses, tides, meteor showers, and comets.	Can be developed using the following Global Warming SE: 46-47
1.1f The latitude/longitude coordinate system and our system of time are based on celestial observations.	Can be developed using the following Global Warming SE: 24, 33 Flood SE: 32
1.1g Moons are seen by reflected light. Our Moon orbits Earth, while Earth orbits the Sun. The Moon's phases as observed from Earth are the result of seeing different portions of the lighted area of the Moon's surface. The phases repeat in a cyclic pattern in about one month.	Can be developed using the following Asteroid SE: 27-28, 42-43 Thrill Ride SE: 32, 47
1.1h The apparent motions of the Sun, Moon, planets, and stars across the sky can be explained by Earth's rotation and revolution. Earth's rotation causes the length of one day to be approximately 24 hours. This rotation also causes the Sun and Moon to appear to rise along the eastern horizon and to set along the western horizon. Earth's revolution around the Sun defines the length of the year as 365 1/4 days.	Can be developed using the following Asteroid SE: 22, 33
1.1i The tilt of Earth's axis of rotation and the revolution of Earth around the Sun cause seasons on Earth. The length of daylight varies depending on latitude and season.	Can be developed using the following Asteroid SE: 22, 33, 37 Global Warming SE:46-47
1.1j The shape of Earth, the other planets, and stars is nearly spherical.	Can be developed using the following Thrill Ride SE: 47 Global Warming SE: 46

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<p>Key Idea 2: <i>Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</i></p>	
<p>Introduction: Students should develop an understanding of Earth as a set of closely coupled systems. The concept of systems provides a framework in which students can investigate three major interacting components: lithosphere, hydro sphere, and atmosphere. Processes act within and among the three components on a wide range of time scales to bring about continuous change in Earth’s crust, oceans, and atmosphere.</p>	
<p>PERFORMANCE INDICATOR 2.1 Explain how the atmosphere (air), hydrosphere (water), and lithosphere (land) interact, evolve, and change.</p>	
<p><i>Major Understandings:</i></p>	
<p>2.1a Nearly all the atmosphere is confined to a thin shell surrounding Earth. The atmosphere is a mixture of gases, including nitrogen and oxygen with small amounts of water vapor, carbon dioxide, and other trace gases. The atmosphere is stratified into layers, each having distinct properties. Nearly all weather occurs in the lowest layer of the atmosphere.</p>	<p>Can be developed using the following</p> <p>Oil Spill SE: 13</p> <p>Global Warming SE: 10-11, 61-62</p>
<p>2.1b As altitude increases, air pressure decreases.</p>	<p>Can be developed using the following</p> <p>Volcano SE: 17</p> <p>First Flight SE: 32-33 TE: 14-16</p> <p>Tornado SE: 3, 6</p> <p>Hurricane SE: 7</p>
<p>2.1c The rock at Earth’s surface forms a nearly continuous shell around Earth called the lithosphere.</p>	<p>Can be developed using the following</p> <p>Volcano SE: 29, 38</p> <p>Gold Rush SE: 22-23</p>
<p>2.1d The majority of the lithosphere is covered by a relatively thin layer of water called the hydrosphere.</p>	<p>Can be developed using the following</p> <p>Tornado SE: 43</p> <p>Hurricane SE: 38</p> <p>Flood SE: 8-9</p>

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2.1e Rocks are composed of minerals. Only a few rock-forming minerals make up most of the rocks of Earth. Minerals are identified on the basis of physical properties such as streak, hardness, and reaction to acid.	<p>Can be developed using the following</p> <p>Toxic Leak SE: 32</p> <p>Gold Rush SE: 38</p>
2.1f Fossils are usually found in sedimentary rocks. Fossils can be used to study past climates and environments.	<p>Can be developed using the following</p> <p>Toxic Leak SE: 29</p> <p>Oil Spill SE: 27</p> <p>Flood SE: 17</p> <p>Gold Rush SE: 23-24, 38</p> <p>Global Warming SE: 49</p>
2.1g The dynamic processes that wear away Earth's surface include weathering and erosion.	<p>Can be developed using the following</p> <p>Toxic Leak SE: 28</p> <p>Blight SE: 43</p>
2.1h The process of weathering breaks down rocks to form sediment. Soil consists of sediment, organic material, water, and air.	<p>Can be developed using the following</p> <p>Blight SE: 43</p> <p>Toxic Leak 28</p> <p>Gold Rush SE: 4, 22</p> <p>Flood SE: 17-18</p>
2.1i Erosion is the transport of sediment. Gravity is the driving force behind erosion.	<p>Can be developed using the following</p> <p>Global Warming SE: 50-51</p> <p>Toxic Leak SE: 28</p> <p>Gold Rush SE: 23</p> <p>Flood SE: 16-19, 32, 42</p>

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2.1j Gravity can act directly or through agents such as moving water, wind, and glaciers.	<p>Can be developed using the following</p> <p>Gold Rush SE: 22</p> <p>Flood SE: 16-17</p>
2.1k Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.	<p>Can be developed using the following</p> <p>Oil Spill SE: 13</p> <p>Toxic Leak SE: 30</p> <p>Tornado SE: 43</p> <p>Hurricane SE: 38</p> <p>Flood SE: 8-9</p>
<p>PERFORMANCE INDICATOR 2.2 Describe Volcano and Earthquake patterns, the rock cycle, and weather and climate changes.</p>	
<p><i>Major Understandings:</i></p>	
2.2a The interior of Earth is hot. Heat flow and movement of material within Earth cause sections of Earth’s crust to move. This may result in Earthquakes , volcanic eruption, and the creation of mountains and ocean basins.	<p>Can be developed using the following</p> <p>Volcano SE: 5, 27-28, 49-50, 57 TE: 6-7, 10-11, 18-19, 21-22</p> <p>Gold Rush SE: 22</p> <p>Earthquake SE: 13, 17, 22-23 TE: 8-9</p>
2.2b Analysis of Earthquake wave data (vibrational disturbances) leads to the conclusion that there are layers within Earth. These layers—the crust, mantle, outer core, and inner core—Have distinct properties.	<p>Can be developed using the following</p> <p>Earthquake SE: 13, 19-20, 40-41, 26 TE: 16-17</p> <p>Gold Rush SE: 22, 26</p> <p>Oil Spill SE: 14</p> <p>Global Warming SE: 20, 50</p> <p>Asteroid SE: 27</p> <p>Volcano SE: 19</p>

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2.2c Folded, tilted, faulted, and displaced rock layers suggest past crustal movement.	<p>Can be developed using the following</p> <p>Volcano SE: 38</p> <p>Earthquake SE: 16</p>
2.2d Continents fitting together like puzzle parts and fossil correlations provided initial evidence that continents were once together.	<p>Can be developed using the following</p> <p>Volcano SE: 38</p> <p>Earthquake SE: 16</p> <p>Oil Spill SE: 42</p> <p>Global Warming SE: 22</p> <p>Earthquake SE: 16</p>
2.2e The Theory of Plate Tectonics explains how the ‘solid’ lithosphere consists of a series of plates that ‘float’ on the partially molten section of the mantle. Convection cells within the mantle may be the driving force for the movement of the plates.	<p>Can be developed using the following</p> <p>Volcano SE: 19-20</p> <p>Earthquake SE: 16-17</p> <p>Global Warming SE: 50-51</p> <p>Gold Rush SE: 22</p>
2.2f Plates may collide, move apart, or slide past one another. Most volcanic activity and mountain building occur at the boundaries of these plates, often resulting in earth quakes.	<p>Can be developed using the following</p> <p>Volcano SE: 38, 49-50 TE: 18</p> <p>Earthquake SE: 13, 16-17</p> <p>Global Warming SE: 50-51</p> <p>Gold Rush SE: 22</p>
2.2g Rocks are classified according to their method of formation. The three classes of rocks are sedimentary, metamorphic, and igneous. Most rocks show characteristics that give clues to their formation conditions.	<p>Can be developed using the following</p> <p>Volcano SE: 27-28, 37-38 TE: 10-11, 14-15</p> <p>Flood SE: 42</p>

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(Continued)	(Continued)
2.2g Rocks are classified according to their method of formation. The three classes of rocks are sedimentary, metamorphic, and igneous. Most rocks show characteristics that give clues to their formation conditions.	Global Warming SE: 50 Gold Rush SE: 6, 22-23
2.2h The rock cycle model shows how types of rock or rock material may be transformed from one type of rock to another.	Can be developed using the following Volcano SE: 29, 38 Gold Rush SE: 22-23
2.2i Weather describes the conditions of the atmosphere at a given location for a short period of time.	Can be developed using the following Tornado SE: 7, 28 Oil Spill SE: 13 Global Warming SE: 24
2.2j Climate is the characteristic weather that prevails from season to season and year to year.	Can be developed using the following Global Warming SE: 24 Earthquake SE: 16
2.2k The uneven heating of Earth's surface is the cause of weather.	Can be developed using the following Tornado SE: 7, 28
2.2l Air masses form when air remains nearly stationary over a large section of Earth's surface and takes on the conditions of temperature and humidity from that location. Weather conditions at a location are determined primarily by temperature, humidity, and pressure of air masses over that location.	Can be developed using the following Global Warming SE: 24, 27 Tornado SE: 3-4, 42 Hurricane SE: 7-9
2.2m Most local weather condition changes are caused by movement of air masses.	Can be developed using the following Global Warming SE: 24 Tornado SE: 6

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2.2n The movement of air masses is determined by prevailing winds and upper air currents.	<p>Can be developed using the following</p> <p>Oil Spill SE: 13, 16</p> <p>Tornado SE: 5-6</p> <p>Hurricane SE: 8, 29</p>
2.2o Fronts are boundaries between air masses. Precipitation is likely to occur at these boundaries.	<p>Can be developed using the following</p> <p>Tornado SE: 15, 24, 42-43</p> <p>Hurricane SE: 28-29, 36, 38</p> <p>Flood SE: 8, 24</p> <p>Global Warming SE: 49</p>
2.2p High-pressure systems generally bring fair weather. Low-pressure systems usually bring cloudy, unstable conditions. The general movement of highs and lows is from west to east across the United States.	<p>Can be developed using the following</p> <p>Oil Spill SE: 25</p> <p>Tornado SE: 3-4, 40</p> <p>Hurricane SE: 8, 19, 36-37 TE: 14-15</p>
2.2q Hazardous weather conditions include thunderstorms, Tornadoes , Hurricanes , ice storms, and blizzards. Humans can prepare for and respond to these conditions if given sufficient warning.	<p>Can be developed using the following</p> <p>Volcano SE: 51</p> <p>Earthquake SE: 21-23</p> <p>Tornado TE: 15, 35, 38-39</p> <p>Hurricane SE: 19</p> <p>Oil Spill SE: 20</p>
2.2r Substances enter the atmosphere naturally and from human activity. Some of these substances include dust from volcanic eruptions and greenhouse gases such as carbon dioxide, methane, and water vapor. These substances can affect weather, climate, and living things.	<p>Can be developed using the following</p> <p>Volcano SE: 5-6, 10, 24-26, 57-58 TE: 2, 6, 21-22;</p> <p>Gold Medal SE: 4-5, 10-11, 14</p>

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(Continued)	(Continued)
2.2r Substances enter the atmosphere naturally and from human activity. Some of these substances include dust from volcanic eruptions and greenhouse gases such as carbon dioxide, methane, and water vapor. These substances can affect weather, climate, and living things.	Global Warming SE: 41-44, 54 TE: 13-16 Blight SE: 10-11 TE: 5-7 Asteroid SE: 48 Fire SE: 54
Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.	
Introduction: Objects in the universe are composed of matter. Matter is anything that takes up space and has mass. Matter is classified as a substance or a mixture of substances. Knowledge of the structure of matter is essential to students' understanding of the living and physical environments. Matter is composed of elements which are made of small particles called atoms. All living and nonliving material is composed of these elements or combinations of these elements.	
PERFORMANCE INDICATOR 3.1 Observe and describe properties of materials, such as density, conductivity, and solubility.	
<i>Major Understandings:</i>	
3.1a Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.	Can be developed using the following Fraud SE: 16, 21-22, 34 Gold Rush SE: 37-38 TE: 16-21
3.1b Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.	Can be developed using the following Fraud SE: 16, 21-22 TE: 9-11 Flood SE: 21
3.1c The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends on the attractive forces among its particles.	Can be developed using the following Thrill Ride SE: 24 Tornado SE: 6 Hurricane SE: 7

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3.1d Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.	<p>Can be developed using the following</p> <p>Fraud SE: 16</p> <p>Flood SE: 28</p> <p>Volcano SE: 24-26</p> <p>Fire SE: 26</p>
3.1e A liquid has definite volume, but takes the shape of a container.	<p>Can be developed using the following</p> <p>Fraud SE: 26, 33</p> <p>Volcano SE: 25-26</p> <p>Fire SE: 26</p>
3.1f A solid has definite shape and volume. Particles resist a change in position.	<p>Can be developed using the following</p> <p>Fraud SE: 16, 26, 33</p> <p>Volcano SE: 25-26</p> <p>Fire SE: 26</p>
3.1g Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as filtration, settling, and evaporation.	<p>Can be developed using the following</p> <p>Fraud SE: 16</p> <p>Gold Rush SE: 2, 21</p>
3.1h Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.	<p>Can be developed using the following</p> <p>Oil Spill SE: 13, 35, 38</p> <p>Fraud SE: 24</p> <p>Tornado SE: 40</p> <p>Hurricane SE: 5, 8</p> <p>Asteroid SE: 11, 31</p>

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3.1i Buoyancy is determined by comparative densities.	<p>Can be developed using the following</p> <p>Oil Spill SE: 28, 35, 37-38</p> <p>Volcano SE: 26</p> <p>Toxic Leak SE: 33</p> <p>Flood SE: 9, 50</p>
<p>PERFORMANCE INDICATOR 3.2 Distinguish between chemical and physical changes.</p>	
<p><i>Major Understandings:</i></p>	
3.2a During a physical change a substance keeps its chemical composition and proper ties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.	<p>Can be developed using the following</p> <p>Fraud SE: 21-22, 24-25 TE: 9-14</p>
3.2b Mixtures are physical combinations of materials and can be separated by physical means.	<p>Can be developed using the following</p> <p>Gold Rush SE: 2</p> <p>Fraud SE: 9-10, 16</p>
3.2c During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.	<p>Can be developed using the following</p> <p>Fraud SE: 24-25 TE: 12-13</p> <p>Toxic Leak SE: 33</p> <p>Global Warming: SE: 11</p>
3.2d Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.	<p>Can be developed using the following</p> <p>Fraud SE: 9-11 TE: 5-8</p>
3.2e The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.	<p>Can be developed using the following</p> <p>Gold Rush SE: 2-2</p> <p>Thrill Ride SE: 17</p>

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PERFORMANCE INDICATOR 3.3 Develop mental models to explain common chemical reactions and changes in states of matter.	
<i>Major Understandings:</i>	
3.3a All matter is made up of atoms. Atoms are far too small to see with a light microscope.	Can be developed using the following Fraud SE: 9 Gold Rush SE: 2 Fire SE: 62
3.3b Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.	Can be developed using the following Tornado SE: 6 Hurricane SE: 5, 38
3.3c Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.	Can be developed using the following Gold Rush SE: 2 Fraud SE: 11-12 TE: 5-8
3.3d Interactions among atoms and/or molecules result in chemical reactions.	Can be developed using the following Fraud SE: 25-26 TE: 12-13
3.3e The atoms of any one element are different from the atoms of other elements.	Can be developed using the following Fraud SE: 9, Gold Rush SE: 2-3
3.3f There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.	Can be developed using the following Fraud SE: 9-11 Gold Rush SE: 2-3

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3.3g The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble gases).	<p>Can be developed using the following</p> <p>Gold Rush SE: 2-6</p> <p>Fraud SE: 9-11</p>
Key Idea 4: <i>Energy exists in many forms, and when these forms change energy is conserved.</i>	
Introduction: An underlying principle of all energy use is the Law of Conservation of Energy. Simply stated, energy cannot be created or destroyed. Energy can be transformed, one form to another. These transformations produce heat energy. Heat is a calculated value which includes the temperature of the material, the mass of the material, and the type of the material. Temperature is a direct measurement of the average kinetic energy of the particles in a sample of material. It should be noted that temperature is not a measurement of heat.	
PERFORMANCE INDICATOR 4.1 Describe the sources and identify the transformations of energy observed in everyday life.	
<i>Major Understandings:</i>	
4.1a The Sun is a major source of energy for Earth. Other sources of energy include nuclear and geothermal energy.	<p>Can be developed using the following</p> <p>Global Warming SE: 9-11, 20</p> <p>Blackout SE: 34-35</p> <p>Fire SE: 53</p> <p>Volcano SE: 17</p>
4.1b Fossil fuels contain stored solar energy and are considered nonrenewable resources. They are a major source of energy in the United States. Solar energy, wind, moving water, and biomass are some examples of renewable energy resources.	<p>Can be developed using the following</p> <p>Global Warming SE: 10-11, 20, 44</p> <p>Blackout SE: 34-35</p> <p>Fire SE: 25-26, 53</p>
4.1c Most activities in everyday life involve one form of energy being transformed into another. For example, the chemical energy in gasoline is transformed into mechanical energy in an automobile engine. Energy, in the form of heat, is almost always one of the products of energy transformations.	<p>Can be developed using the following</p> <p>Global Warming SE: 11, 20</p> <p>Thrill Ride SE: 17</p> <p>Blackout SE: 21</p> <p>Toxic Leak SE: 33, 41-42</p>

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4.1d Different forms of energy include heat, light, electrical, mechanical, sound, nuclear, and chemical. Energy is transformed in many ways.	<p>Can be developed using the following</p> <p>Global Warming SE: 20</p> <p>Thrill Ride SE: 6, 21-22, 38</p> <p>Tornado SE: 38</p> <p>Hurricane SE: 38</p> <p>Blackout SE: 9, 21</p>
4.1e Energy can be considered to be either kinetic energy, which is the energy of motion, or potential energy, which depends on relative position.	<p>Can be developed using the following</p> <p>Thrill Ride SE: 17, 20, 35, 37-38</p> <p>Blackout SE: 9, 21, 34-35</p> <p>Fire SE: 53</p>
<p>PERFORMANCE INDICATOR 4.2 Observe and describe heating and cooling events.</p>	
<p><i>Major Understandings:</i></p>	
4.2a Heat moves in predictable ways, flowing from warmer objects to cooler ones, until both reach the same temperature.	<p>Can be developed using the following</p> <p>Fraud SE: 28-29</p> <p>Tornado SE: 3</p> <p>Gold Rush SE: 26</p>
4.2b Heat can be transferred through matter by the collisions of atoms and/or molecules (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection).	<p>Can be developed using the following</p> <p>Fraud SE: 29</p> <p>Tornado SE: 2</p> <p>Hurricane SE: 8</p>
4.2c During a phase change, heat energy is absorbed or released. Energy is absorbed when a solid changes to a liquid and when a liquid changes to a gas. Energy is released when a gas changes to a liquid and when a liquid changes to a solid.	<p>Can be developed using the following</p> <p>Fraud SE: 21-22, 25, 28-29 TE: 9-12, 14-16</p>

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4.2d Most substances expand when heated and contract when cooled. Water is an exception, expanding when changing to ice.	<p>Can be developed using the following</p> <p>Gold Rush SE: 26</p> <p>Tornado SE: 3</p> <p>Hurricane SE: 8</p>
4.2e Temperature affects the solubility of some substances in water.	<p>Can be developed using the following</p> <p>Fraud SE: 21-22 TE: 9-11</p>
<p>PERFORMANCE INDICATOR 4.3 Observe and describe energy changes as related to chemical reactions.</p>	
<p><i>Major Understandings:</i></p>	
4.3a In chemical reactions, energy is transferred into or out of a system. Light, electricity, or mechanical motion may be involved in such transfers in addition to heat.	<p>Can be developed using the following</p> <p>Fire SE: 10</p> <p>Tornado SE: 38</p> <p>Fraud SE: 28-29 TE: 14-16</p>
<p>PERFORMANCE INDICATOR 4.4 Observe and describe the properties of sound, light, magnetism, and electricity.</p>	
<p><i>Major Understandings:</i></p>	
4.4a Different forms of electromagnetic energy have different wavelengths. Some examples of electromagnetic energy are microwaves, infrared light, visible light, ultraviolet light, X-rays, and gamma rays.	<p>Can be developed using the following</p> <p>Gold Rush SE: 46-48 TE: 22-24</p> <p>Fraud SE: 29-30 TE: 14-16</p> <p>Oil Spill SE: 29</p> <p>Gold Medal SE: 9, 31, 20</p> <p>Tornado SE: 16</p> <p>Flood SE: 32-33</p>

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4.4b Light passes through some materials, sometimes refracting in the process. Materials absorb and reflect light, and may transmit light. To see an object, light from that object, emitted by or reflected from it, must enter the eye.	Can be developed using the following Gold Medal SE: 33 Thrill Ride SE: 14
4.4c Vibrations in materials set up wave-like disturbances that spread away from the source. Sound waves are an example. Vibrational waves move at different speeds in different materials. Sound cannot travel in a vacuum.	Can be developed using the following Gold Rush SE: 26 Oil Spill SE: 14 Global Warming SE: 20 Tornado SE: 5, 43
4.4d Electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy.	Can be developed using the following Blackout SE: 21 Global Warming SE: 20 Tornado SE: 38
4.4e Electrical circuits provide a means of transferring electrical energy.	Can be developed using the following Blackout SE: 10-12, 14-15 Fraud SE: 28 30 TE: 14-16
4.4f Without touching them, material that has been electrically charged attracts uncharged material, and may either attract or repel other charged material.	Can be developed using the following Fraud SE: 28-30 TE: 14-16 Tornado SE: 38
4.4g Without direct contact, a magnet attracts certain materials and either attracts or repels other magnets. The attractive force of a magnet is greatest at its poles.	Can be developed using the following Blackout SE: 26, 30 TE: 28-33

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PERFORMANCE INDICATOR 4.5 Describe situations that support the principle of conservation of energy.	
<i>Major Understandings:</i>	
4.5a Energy cannot be created or destroyed, but only changed from one form into another.	Thrill Ride SE: 17, 35 Fire SE: 53 Blackout SE: 21
4.5b Energy can change from one form to another, although in the process some energy is always converted to heat. Some systems transform energy with less loss of heat than others.	Thrill Ride SE: 22-24, 33, 35 TE: 8-11;, Blackout SE: 26, 30 TE: 28-33 Fraud SE: 28-29 TE: 14-16
Key Idea 5: <i>Energy and matter interact through forces that result in changes in motion.</i>	
Introduction: Examples of objects in motion can be seen all around us. These motions result from an interaction of energy and matter. This interaction creates forces (pushes and pulls) that produce predictable patterns of change. Common forces would include gravity, magnetism, and electricity. Friction is a force that should always be considered in a discussion of motion. When the forces acting on an object are unbalanced, changes in that object’s motion occur. The changes could include a change in speed or a change in direction. When the forces are balanced, the motion of that object will remain unchanged. Understanding the laws that govern motion allows us to predict these changes in motion.	
PERFORMANCE INDICATOR 5.1 Describe different patterns of motion of objects.	
<i>Major Understandings:</i>	
5.1a The motion of an object is always judged with respect to some other object or point. The idea of absolute motion or rest is misleading.	Thrill Ride SE: 22-24 TE: 8-11
5.1b The motion of an object can be described by its position, direction of motion, and speed.	Thrill Ride SE: 23, 36, 37-38 TE: 8, 18-19 Tornado SE: 43

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5.1c 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.	Thrill Ride SE: 14, 23-24, 28, 30 TE: 6-9, 12, 14
5.1d Force is directly related to an object's mass and acceleration. The greater the force, the greater the change in motion.	Thrill Ride SE: 14, 23, 36, 38-40 TE: 6-9, 14, 18-19
5.1e For every action there is an equal and opposite reaction.	Thrill Ride SE: 22-23, 47 TE: 8-9, 30
PERFORMANCE INDICATOR 5.2 Observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects.	
<i>Major Understandings:</i>	
5.2a Every object exerts gravitational force on every other object. Gravitational force depends on how much mass the objects have and on how far apart they are. Gravity is one of the forces acting on orbiting objects and projectiles.	Thrill Ride SE: 14, 24, 32, 36, 47 TE: 6-9, 30 Oil Spill SE: 13-14, 22-25 TE: 6-11 Fraud SE: 9
5.2b Electric currents and magnets can exert a force on each other.	Blackout SE: 10-11, 48-49 TE: 20-21, 36-38
5.2c Machines transfer mechanical energy from one object to another.	Thrill Ride SE: 17, 21-22, 24; 36-37 TE: 8-10, 18-19
5.2d Friction is a force that opposes motion.	Thrill Ride SE: 17, 24, 37-38 TE: 18-20
5.2e A machine can be made more efficient by reducing friction. Some common ways of reducing friction include lubricating or waxing surfaces.	Thrill Ride SE: 17, 37-38 TE: 18-20
5.2f Machines can change the direction or amount of force, or the distance or speed of force required to do work.	Thrill Ride SE: 17, 30, 38 TE: 18-19

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5.2g Simple machines include a lever, a pulley, a wheel and axle, and an inclined plane. A complex machine uses a combination of interacting simple machines, e.g., a bicycle.	Gold Medal SE: 28-29 TE: 9-10

Reference: <http://www.emsc.nysed.gov/ciai/mst/pub/intersci.pdf>