

Prentice Hall Event-Based Science Series © 2005
 Correlated to:
 Ohio Academic Content Standards, Benchmarks, and
 Grade Level Indicators for Science
 (Grades 6-8)

OHIO ACADEMIC SCIENCE CONTENT STANDARDS AND BENCHMARKS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
EARTH AND SPACE SCIENCES	
<p>Students demonstrate an understanding about how Earth systems and processes interact in the geosphere resulting in the habitability of Earth. This includes demonstrating an understanding of the composition of the Universe, the Solar System and Earth. In addition, it includes understanding the properties and the interconnected nature of Earth's systems, processes that shape the Earth and Earth's history. Students also demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the Solar System, and the Universe. Finally, they grasp an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the Earth and space sciences.</p>	
ESS.A. Describe how the positions and motions of the objects in the universe cause predictable and cyclic events.	Asteroid TG: 8-11 SE: 20-31
	TECH: Video: Impact Crater
ESS.B. Explain that the universe is composed of vast amounts of matter, most of which is at incomprehensible distances and held together by gravitational force. Describe how the universe is studied by the use of equipment such as telescopes, probes, satellites and spacecraft.	Asteroid TG: 8-11 SE: 20-31
	TECH: Video: Impact Crater
ESS.C. Describe interactions of matter and energy throughout the lithosphere, hydrosphere and atmosphere (e.g., water cycle, weather and pollution).	Toxic Leak TG: 8-17 SE: 13-31
	TECH: Video: Neighbors in Fear
ESS.D. Identify that the lithosphere contains rocks and minerals and that minerals make up rocks. Describe how rocks and minerals are formed and/or classified.	Volcano TG: 6-9, 14-17 SE: 6-15, 19-23, 38
	TECH: Video: The Mt. Pinatubo Eruption
ESS.E. Describe the processes that contribute to the continuous changing of Earth's surface (e.g., earthquakes, volcanic eruptions, erosion, mountain building and lithospheric plate movements).	Volcano TG: 6-9, 14-17 SE: 6-15, 19-23, 38 Earthquake TG: 6-7 SE: 13-18
	TECH: Video: The Mt. Pinatubo Eruption; Quake of '89

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OHIO ACADEMIC SCIENCE CONTENT STANDARDS AND BENCHMARKS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
LIFE SCIENCES	
Students demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. An understanding of the characteristics, structure, and function of cells, of organisms and of living systems are developed as well as a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. Students also demonstrate an understanding of different historical perspectives, scientific approaches and emerging scientific issues associated with the life sciences.	
LS.A. Explain that the basic functions of organisms are carried out in cells and groups of specialized cells form tissues and organs; the combination of these cells make up multicellular organisms that have a variety of body plans and internal structures.	Can be developed from: Gold Medal TG: 4-5 SE: 12-17 Outbreak TG: 19-21 SE: 30-37
	TECH: Video: Gold Medal; Outbreak
LS.B. Describe the characteristics of an organism in terms of a combination of inherited traits and recognize reproduction as a characteristic of living organisms essential to the continuation of the species.	Survive TG: 15-17 SE: 24-34
	TECH: Video: Survive
LS.C. Explain how energy entering the ecosystems as sunlight supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment.	Blight TG: 5-7 SE: 10-18
	TECH: Video: Blight
LS.D. Explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival (as seen in evidence of the fossil record).	Survive TG: 18-23 SE: 36-51
	TECH: Video: Survive

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PHYSICAL SCIENCES	
<p>Students demonstrate an understanding of the composition of physical systems and the concepts and principles that describe and predict physical interactions and events in the natural world. This includes demonstrating an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter. In addition, it includes understanding the nature, transfer and conservation of energy, as well as motion and the forces affecting motion, the nature of waves and interactions of matter and energy. Students also demonstrate an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the physical sciences.</p>	
PS.A. Relate uses, properties and chemical processes to the behavior and/or arrangement of the small particles that compose matter.	Fraud TG: 5-8 SE: 9-15
	TECH: Video: Fraud
PS.B. In simple cases, describe the motion of objects and conceptually describe the effects of forces on an object.	Thrill Ride TG: 4-21 SE: 11-46
	TECH: Video: Thrill Ride
PS.C. Describe renewable and nonrenewable sources of energy (e.g., solar, wind, fossil fuels, biomass, hydroelectricity, geothermal and nuclear energy) and the management of these sources.	Blackout TG: 20-27 SE: 3-22
	TECH: Video: Blackout
PS.D. Describe that energy takes many forms, some forms represent kinetic energy and some forms represent potential energy; and during energy transformations the total amount of energy remains constant.	Thrill Ride TG: 15-21 SE: 33-36, 38-46
	TECH: Video: Thrill Ride
SCIENCE AND TECHNOLOGY	
<p>Students should recognize that science and technology are interconnected and that using technology involves assessment of the benefits, risks and costs. Students should build scientific and technological knowledge as well as the skills required to design and construct devices. In addition they should develop the processes to solve problems and understand that problems may be solved in several ways.</p>	
ST.A. Give examples of how technological advances, influenced by scientific knowledge, affect the quality of life.	Representative pages: Survive TG: 11-12, 13-14, 15-17, 18-22, 23-25 SE: 11, 21, 30, 36, 48 Blight TG: 5-7, 8-9, 10-12, 13-14, 15-16 SE: 10, 19, 27, 35, 44
	TECH: Video: Survive; Blight

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ST.B. Design a solution or product taking into account needs and constraints (e.g., cost, time, trade-offs, properties of materials, safety, aesthetics).	Representative pages: Gold Medal TG: 14-15, 16, 17-18, 19-21, 22-24, 25-28 SE: 5, 8, 28, 30, 38, 44 Outbreak TG: 4-5, 6-8, 9-11, 12-15 SE: 7, 12, 18, 28, 36
	TECH: Video: Gold Medal; Outbreak
SCIENTIFIC INQUIRY	
Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They will understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others.	
SI.A. Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.	Representative pages: Thrill Ride TG: 4-7, 8-11, 12-14, 15-17, 18-21 SE: 11, 21, 28, 33, 38 Fraud TG: 5-8, 9-11, 12-13, 14-16, 17-18 SE: 11, 21, 25, 28, 32
	TECH: Video: Thrill Ride; Fraud
SI.B. Analyze and interpret data from scientific investigations using appropriate mathematical skills in order to draw valid conclusions.	Representative pages: Gold Medal TG: 18-19, 20-21, 22-23 SE: 46, 47, 48 Outbreak TG: 32-33, 34-35 SE: 50, 51 Blight TG: 23-24, 25-26 SE: 52, 53 Survive TG: 30-31, 32-33 SE: 58, 59
	TECH: Video: Gold Medal; Outbreak; Blight; Survive

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SCIENTIFIC WAYS OF KNOWING	
Students realize that the current body of scientific knowledge must be based on evidence, be predictive, logical, subject to modification, and limited to the natural world. This includes demonstrating an understanding that scientific knowledge grows and advances as new evidence is discovered to support or modify existing theories, as well as to encourage the development of new theories. Students are able to reflect on ethical scientific practices and demonstrate an understanding of how the current body of scientific knowledge reflects the historical and cultural contributions of women and men who provide us with a more reliable and comprehensive understanding of the natural world.	
SWK.A. Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description, explanation).	Representative pages: Fire TG: 7-10, 11-13, 14-15, 16-18, 19-21, 22-23 SE: 8, 15, 27, 40, 59, 63 First Flight TG: 4-7, 8-10, 11-13, 14-16 SE: 8, 16, 21, 32
	TECH: Video: Fire; First Flight
SWK.B. Explain the importance of reproducibility and reduction of bias in scientific methods.	Representative pages: Blackout TG: 20-23, 24-27, 28-31, 32-33, 34-35, 36-42, 43-44 SE: 10, 14, 26, 30, 31, 48, 52 Oil Spill TG: 6-7, 8-11, 12-13, 14-17 SE: 14, 22-24, 29, 38
	TECH: Video: Blackout; Give Me the Tides, Give Me the Currents
SWK.C. Give examples of how thinking scientifically is helpful in daily life.	Representative pages: Tornado TG: 8-9, 10-11, 12-14, 15-16, 17-19, 20-21 SE: 7, 10, 19, 32, 41, 46 Gold Medal TG: 4-5, 6-8, 9-11, 12-15 SE: 12, 18, 28, 36
	TECH: Video: Alabama Tornado and Belated Early Warning; Gold Medal

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Grade Level Indicators	
Earth and Space Sciences	
Students demonstrate an understanding about how Earth systems and processes interact in the geosphere resulting in the habitability of Earth. This includes demonstrating an understanding of the composition of the universe, the solar system and Earth. In addition, it includes understanding the properties and the interconnected nature of Earth's systems, processes that shape Earth and Earth's history. Students also demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the solar system and the universe. Finally, they grasp an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with Earth and space sciences.	
Grade Six	
Earth Systems	
6.ESS.ES.1. Describe the rock cycle and explain that there are sedimentary, igneous and metamorphic rocks that have distinct properties (e.g., color, texture) and are formed in different ways.	Volcano TG: 14-17 SE: 35-38
	TECH: Video: The Mt. Pinatubo Eruption
6.ESS.ES.2. Explain that rocks are made of one or more minerals.	Can be developed from: Volcano TG: 14-17 SE: 35-38 Toxic Leak TG: 12-17 SE: 26-29
	TECH: Video: The Mt. Pinatubo Eruption; Neighbors in Fear
6.ESS.ES.3. Identify minerals by their characteristic properties.	Can be developed from: Volcano TG: 14-17 SE: 35-38 Toxic Leak TG: 12-17 SE: 26-29
	TECH: Video: The Mt. Pinatubo Eruption; Neighbors in Fear
Grade Seven	
Earth Systems	
7.ESS.ES.1. Explain the biogeochemical cycles which move materials between the lithosphere (land), hydrosphere (water) and atmosphere (air).	Global Warming TG: 6-9 SE: 12-15 Toxic Leak TG: 12-17 SE: 30-32
	TECH: Video: Global Warming; Neighbors in Fear

SE = Student Edition - TG = Teacher's Guide - TR = Teaching Resources - TECH = Technology

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7.ESS.ES2.. Explain that Earth's capacity to absorb and recycle materials naturally (e.g., smoke, smog and sewage) can change the environmental quality depending on the length of time involved (e.g. global warming).	Global Warming TG: 6-16 SE: 9-43 Toxic Leak TG: 8-17 SE: 16-33
	TECH: Video: Global Warming; Neighbors in Fear
7.ESS.ES.3. Describe the water cycle and explain the transfer of energy between the atmosphere and hydrosphere.	Toxic Leak TG: 12-17 SE: 30-32
	TECH: Video: Neighbors in Fear
7.ESS.ES.4. Analyze data on the availability of fresh water that is essential for life and for most industrial and agricultural processes. Describe how rivers, lakes and groundwater can be depleted or polluted becoming less hospitable to life and even becoming unavailable or unsuitable for life.	Toxic Leak TG: 12-17 SE: 21-26, 32
	TECH: Video: Neighbors in Fear
7.ESS.ES.5. Make simple weather predictions based on the changing cloud types associated with frontal systems.	Tornado TG: 17-19 SE: 40-41
	TECH: Video: Alabama Tornado and Belated Early Warning
7.ESS.ES.6. Determine how weather observations and measurements are combined to produce weather maps and that data for a specific location at one point in time can be displayed in a station model.	Tornado TG: 15-16 SE: 24-25 Hurricane TG: 12-13 SE: 30-37
	TECH: Video: Alabama Tornado and Belated Early Warning; Hurricane Andrew
7.ESS.ES.7. Read a weather map to interpret local, regional and national weather.	Tornado TG: 15-16 SE: 24-25 Hurricane TG: 12-13 SE: 30-37
	TECH: Video: Alabama Tornado and Belated Early Warning; Hurricane Andrew

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7.ESS.ES.8. Describe how temperature and precipitation determine climatic zones (biomes) (e.g., desert, grasslands, forests, tundra and alpine).	Tornado TG: 15-16 SE: 24-25 Hurricane TG: 12-13 SE: 30-37 Global Warming TG: 6-8 SE: 24-30
	TECH: Video: Alabama Tornado and Belated Early Warning; Hurricane Andrew; Global Warming
7.ESS.ES.9. Describe the connection between the water cycle and weather-related phenomenon (e.g., tornadoes, floods, droughts and hurricanes).	Tornado TG: 15-16 SE: 24-25 Hurricane TG: 12-13 SE: 30-37 Flood TG: 12-13 SE: 32-33
	TECH: Video: Alabama Tornado and Belated Early Warning; Hurricane Andrew; Flood
Grade Eight	
The Universe	
8.ESS.TU.1. Describe how objects in the solar system are in regular and predictable motions that explain such phenomena as days, years, seasons, eclipses, tides and moon cycles.	Asteroid TG: 8-11 SE: 20-31
	TECH: Video: Impact Crater
8.ESS.TU.2. Explain that gravitational force is the dominant force determining motions in the solar system and in particular keeps the planets in orbit around the sun.	Asteroid TG: 8-11 SE: 20-31 Thrill Ride TG: 15-17 SE: 32-34
	TECH: Video: Impact Crater; Thrill Ride
8.ESS.TU.3. Compare the orbits and composition of comets and asteroids with that of Earth.	Asteroid TG: 6-7 SE: 3-14
	TECH: Video: Impact Crater

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8.ESS.TU.4. Describe the effect that asteroids or meteoroids have when moving through space and sometimes entering planetary atmospheres (e.g., meteor-"shooting star" and meteorite).	Asteroid TG: 6-7 SE: 3-14
	TECH: Video: Impact Crater
8.ESS.TU.5. Explain that the universe consists of billions of galaxies that are classified by shape.	Asteroid TG: 8-11 SE: 20-31
	TECH: Video: Impact Crater
8.ESS.TU.6. Explain interstellar distances are measured in light years (e.g., the nearest star beyond the sun is 4.3 light years away).	Asteroid TG: 8-11 SE: 22-25
	TECH: Video: Impact Crater
8.ESS.TU.7. Examine the life cycle of a star and predict the next likely stage of a star.	Can be developed from: Asteroid TG: 8-11 SE: 22-25
	TECH: Video: Impact Crater
8.ESS.TU.8. Name and describe tools used to study the universe (e.g., telescopes, probes, satellites and spacecraft).	Asteroid TG: 12-13 SE: 18-19, 29, 30, 46
	TECH: Video: Impact Crater
Earth Systems	
8.ESS.ES.9. Describe the interior structure of Earth and Earth's crust as divided into tectonic plates riding on top of the slow moving currents of magma in the mantle.	Earthquake TG: 6-7 SE: 13-16 Volcano TG: 8-9 SE: 19-23
	TECH: Video: The Quake of '89; The Mt. Pinatubo Eruption
8.ESS.ES.10. Explain that most major geological events (e.g., earthquakes, volcanic eruptions, hot spots and mountain building) result from plate motion.	Earthquake TG: 6-7 SE: 13-16 Volcano TG: 8-9 SE: 19-23
	TECH: Video: The Quake of '89; The Mt. Pinatubo Eruption

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8.ESS.ES.11. Use models to analyze the size and shape of Earth, its surface and its interior (e.g., globes, topographic maps, satellite images).	Earthquake TG: 6-7 SE: 13-16 Volcano TG: 8-9 SE: 19-23
	TECH: Video: The Quake of '89; The Mt. Pinatubo Eruption
8.ESS.ES.12. Explain that some processes involved in the rock cycle are directly related to thermal energy and forces in the mantle that drive plate motions.	Volcano TG: 14-17 SE: 35-38
	TECH: Video: The Mt. Pinatubo Eruption
8.ESS.ES.13. Describe how landforms are created through a combination of destructive (e.g., weathering and erosion) and constructive processes (e.g., crustal deformation, volcanic eruptions and deposition of sediment).	Earthquake TG: 6-7 SE: 13-16 Volcano TG: 8-9 SE: 19-23 Flood TG: 6-7 SE: 13-17
	TECH: Video: The Quake of '89; The Mt. Pinatubo Eruption; Flood
8.ESS.ES.14. Explain that folding, faulting and uplifting can rearrange the rock layers so the youngest is not always found on top.	Earthquake TG: 6-7 SE: 13-16 Volcano TG: 8-9 SE: 19-23
	TECH: Video: The Quake of '89; The Mt. Pinatubo Eruption
8.ESS.ES.15. Illustrate how the three primary types of plate boundaries (transform, divergent and convergent) cause different landforms (e.g., mountains, volcanoes and ocean trenches).	Earthquake TG: 6-7 SE: 13-16 Volcano TG: 8-9 SE: 19-23
	TECH: Video: The Quake of '89; The Mt. Pinatubo Eruption

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Life Sciences	
Students demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. An understanding of the characteristics, structure and function of cells, organisms and living systems will be developed. Students will also develop a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. Students demonstrate an understanding of different historical perspectives, scientific approaches and emerging scientific issues associated with the life sciences.	
Grade Six	
Characteristics and Structure of Life	
6.LS.CSL.1. Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms.	Can be developed from: Gold Medal TG: 4-5 SE: 12-17 Outbreak TG: 19-21 SE: 30-37
	TECH: Video: Gold Medal; Outbreak
6.LS.CSL.2. Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions.	Can be developed from: Gold Medal TG: 4-5 SE: 12-17 Outbreak TG: 19-21 SE: 30-37
	TECH: Video: Gold Medal; Outbreak
6.LS.CSL.3. Identify how plant cells differ from animal cells (e.g., cell wall and chloroplasts).	Blight TG: 5-7 SE: 10-18
	TECH: Video: Blight
Heredity	
6.LS.H.4. Recognize that an individual organism does not live forever; therefore reproduction is necessary for the continuation of every species and traits are passed on to the next generation through reproduction.	Survive TG: 18-23 SE: 36-51
	TECH: Video: Survive
6.LS.H.5. Describe that in asexual reproduction all the inherited traits come from a single parent.	Can be developed from: Survive TG: 18-23 SE: 36-51
	TECH: Video: Survive

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6.LS.H.6. Describe that in sexual reproduction an egg and sperm unite and some traits come from each parent, so the offspring is never identical to either of its parents.	Can be developed from: Survive TG: 18-23 SE: 36-51
	TECH: Video: Survive
6.LS.H.7. Recognize that likenesses between parents and offspring (e.g., eye color, flower color) are inherited. Other likenesses, such as table manners are learned.	Survive TG: 18-23 SE: 36-57
	TECH: Video: Survive
Diversity and Interdependence of Life	
6.LS.DIL.8. Describe how organisms may interact with one another.	Survive TG: 18-22 SE: 35-47
	TECH: Video: Survive
Grade Seven	
Characteristics and Structure of Life	
7.LS.CSL.1 Investigate the great variety of body plans and internal structures found in multicellular organisms.	Gold Medal TG: 6-8 SE: 17-19
	TECH: Video: Gold Medal
Diversity and Interdependence of Life	
7.LS.CSL.2. Investigate how organisms or populations may interact with one another through symbiotic relationships and how some species have become so adapted to each other that neither could survive without the other (e.g., predator-prey, parasitism, mutualism and commensalism).	Survive TG: 13-14, 18-22 SE: 20-22, 42-45, 54
	TECH: Video: Survive
7.LS.CSL3. Explain how the number of organisms an ecosystem can support depends on adequate biotic (living) resources (e.g., plants, animals) and abiotic (non-living) resources (e.g., light, water and soil).	Survive TG: 13-14, 18-22 SE: 20-22, 42-45, 54
	TECH: Video: Survive
7.LS.CSL.4. Investigate how overpopulation impacts an ecosystem.	Survive TG: 13-14, 18-22 SE: 20-22, 42-45, 54
	TECH: Video: Survive

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7.LS.CSL.5. Explain that some environmental changes occur slowly while others occur rapidly (e.g., forest and pond succession, fires and decomposition).	Fire TG: 14-18 SE: 32-43 Global Warming TG: 9-16 SE: 24-42
	TECH: Video: Fire; Global Warming
7.LS.CSL.6. Summarize the ways that natural occurrences and human activity affect the transfer of energy in Earth's ecosystems (e.g., fire, hurricanes, roads and oil spills).	Fire TG: 14-18 SE: 32-43 Oil Spill TG: 1-5 SE: 1-7 Hurricane TG: 1-11 SE: 1-22
	TECH: Video: Fire; Give Me the Tides, Give Me the Currents; Hurricane Andrew
7.LS.CSL.7. Explain that photosynthetic cells convert solar energy into chemical energy that is used to carry on life functions or is transferred to consumers and used to carry on their life functions.	Can be developed from Global Warming TG: 6-12 SE: 8-23
	TECH: Video: Global Warming
Evolutionary Theory	
7.LS.ET.8. Investigate the great diversity among organisms.	Survive TG: 13-14, 18-22 SE: 20-22, 42-45, 54
	TECH: Video: Survive
Grade Eight	
Heredity	
8.LS.H.1. Describe that asexual reproduction limits the spread of detrimental characteristics through a species and allows for genetic continuity.	Can be developed from: Survive TG: 18-23 SE: 36-51
	TECH: Video: Survive
8.LS.H.2. Recognize that in sexual reproduction new combinations of traits are produced which may increase or decrease an organism's chances for survival.	Survive TG: 18-23 SE: 36-57
	TECH: Video: Survive

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Evolutionary Theory	
8.LS.ET.3. Explain how variations in structure, behavior or physiology allow some organisms to enhance their reproductive success and survival in a particular environment.	Survive TG: 13-14, 18-22 SE: 20-22, 42-45, 54
	TECH: Video: Survive
8.LS.ET.4. Explain that diversity of species is developed through gradual processes over many generations (e.g., fossil record).	Survive TG: 13-14, 18-22 SE: 20-22, 42-45,46-51, 54
	TECH: Video: Survive
8.LS.ET.5. Investigate how an organism adapted to a particular environment may become extinct if the environment, as shown by the fossil record, changes.	Survive TG: 13-14, 18-22 SE: 20-22, 42-45,46-51, 54
	TECH: Video: Survive
Physical Sciences	
Students demonstrate an understanding of the composition of physical systems and the concepts and principles that describe and predict physical interactions and events in the natural world. This includes demonstrating an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter. In addition, it includes understanding the nature, transfer and conservation of energy; motion and the forces affecting motion; and the nature of waves and interactions of matter and energy. Students demonstrate an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the physical sciences.	
Grade Six	
Nature of Matter	
6.PS.NM.1. Explain that equal volumes of different substances usually have different masses.	Fraud TG: 5-8 SE: 9-15, 33
	TECH: Video: Fraud
6.PS.NM.2. Describe that in a chemical change new substances are formed with different properties than the original substance (e.g., rusting, burning).	Fraud TG: 12-13 SE: 24-25
	TECH: Video: Fraud
6.PS.NM.3. Describe that in a physical change (e.g., state, shape and size) the chemical properties of a substance remain unchanged.	Fraud TG: 12-13 SE: 24-25
	TECH: Video: Fraud
6.PS.NM.4. Describe that chemical and physical changes occur all around us (e.g., in the human body, cooking and industry).	Fraud TG: 12-13 SE: 24-25
	TECH: Video: Fraud

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Nature of Energy	
6.PS.NE.5. Explain that the energy found in nonrenewable resources such as fossil fuels (e.g., oil, coal and natural gas) originally came from the sun and may renew slowly over millions of years.	Blackout TG: 20-23 SE: 9-11 Thrill Ride TG: 8-11 SE: 17-22
	TECH: Video: Blackout; Thrill Ride
6.PS.NE.6. Explain that energy derived from renewable resources such as wind and water is assumed to be available indefinitely.	Blackout TG: 20-23 SE: 9-11 Thrill Ride TG: 8-11 SE: 17-22
	TECH: Video: Blackout; Thrill Ride
6.PS.NE.7. Describe how electric energy can be produced from a variety of sources (e.g., sun, wind and coal).	Blackout TG: 20-27 SE: 7-22
	TECH: Video: Blackout
6.PS.NE.8. Describe how renewable and nonrenewable energy resources can be managed (e.g., fossil fuels, trees and water).	Blackout TG: 20-27 SE: 7-22
	TECH: Video: Blackout
Grade Seven	
Nature of Matter	
7.PS.NM.1. Investigate how matter can change forms but the total amount of matter remains constant.	Fraud TG: 5-8 SE: 9-15, 33
	TECH: Video: Fraud
Nature of Energy	
7.PS.NE.2. Describe how an object can have potential energy due to its position or chemical composition and can have kinetic energy due to its motion.	Thrill Ride TG: 15-21 SE: 33-37, 40-42
	TECH: Video: Thrill Ride
7.PS.NE.3. Identify different forms of energy (e.g., electrical, mechanical, chemical, thermal, nuclear, radiant and acoustic).	Blackout TG: 24-27 SE: 21-22 Thrill Ride TG: 8-11 SE: 17-23
	TECH: Video: Blackout; Thrill Ride

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7.PS.NE.4. Explain how energy can change forms but the total amount of energy remains constant.	Thrill Ride TG: 8-11 SE: 17-23
	TECH: Video: Thrill Ride
7.PS.NE.5. Trace energy transformation in a simple closed system (e.g., a flashlight).	Thrill Ride TG: 8-11 SE: 17-23
	TECH: Video: Thrill Ride
Grade Eight	
Forces and Motion	
8.PS.FM.1. Describe how the change in the position (motion) of an object is always judged and described in comparison to a reference point.	Thrill Ride TG: 15-21 SE: 33-37, 40-42
	TECH: Video: Thrill Ride
8.PS.FM.2. Explain that motion describes the change in the position of an object (characterized by a speed and direction) as time changes.	Thrill Ride TG: 18-21 SE: 23, 40-42
	TECH: Video: Thrill Ride
8.PS.FM.3. Explain that an unbalanced force acting on an object changes that object's speed and/or direction.	Thrill Ride TG: 15-21 SE: 33-37, 40-42
	TECH: Video: Thrill Ride
Nature of Energy	
8.PS.NE.4. Demonstrate that waves transfer energy.	Earthquake TG: 8-9 SE: 21-22
	TECH: Quake of '89
8.PS.NE.5. Demonstrate that vibrations in materials may produce waves that spread away from the source in all directions (e.g., earthquake waves and sound waves).	Earthquake TG: 8-9 SE: 21-22
	TECH: Quake of '89

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OHIO ACADEMIC SCIENCE CONTENT STANDARDS AND BENCHMARKS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Science and Technology	
Students recognize that science and technology are interconnected and that using technology involves assessment of the benefits, risks and costs. Students should build scientific and technological knowledge, as well as the skill required to design and construct devices. In addition, they should develop the processes to solve problems and understand that problems may be solved in several ways.	
Grade Six	
Understanding Technology	
6.ST.UT.1. Explain how technology influences the quality of life.	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater

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OHIO ACADEMIC SCIENCE CONTENT STANDARDS AND BENCHMARKS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
6.ST.UT.2. Explain how decisions about the use of products and systems can result in desirable or undesirable consequences (e.g., social and environmental).	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater
6.ST.UT.3. Describe how automation (e.g., robots) has changed manufacturing including manual labor being replaced by highly-skilled jobs.	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater

SE = Student Edition - TG = Teacher's Guide - TR = Teaching Resources - TECH = Technology

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6.ST.UT.4. Explain how the usefulness of manufactured parts of an object depend on how well their properties allow them to fit and interact with other materials.	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater
Abilities To Do Technological Design	
6.ST.TD.5. Design and build a product or create a solution to a problem given one constraint (e.g., limits of cost and time for design and production, supply of materials and environmental effects).	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51

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	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater
Grade Seven	
Understanding Technology	
7.ST.UT.1. Explain how needs, attitudes and values influence the direction of technological development in various cultures.	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater

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7.ST.UT.2.. Describe how decisions to develop and use technologies often put environmental and economic concerns in direct competition with each other.	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater
7.ST.UT.3. Recognize that science can only answer some questions and technology can only solve some human problems.	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater

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Abilities To Do Technological Design	
7.ST.TD.4. Design and build a product or create a solution to a problem given two constraints (e.g., limits of cost and time for design and production or supply of materials and environmental effects).	<p>Can be developed from the Technology Education Activities</p> <p>Earthquake TG: 16-17 SE: 41</p> <p>Flood TG: 22-23 SE: 55</p> <p>Volcano TG: 25-26 SE: 59</p> <p>Oil Spill TG: 30-31 SE: 47</p> <p>Tornado TG: 22-23 SE: 52</p> <p>Asteroid TG: 18-21 SE: 50-51</p>
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater
Grade Eight	
Understanding Technology	
8.ST.UT.1. Examine how science and technology have advanced through the contributions of many different people, cultures and times in history.	<p>Can be developed from the Technology Education Activities</p> <p>Earthquake TG: 16-17 SE: 41</p> <p>Flood TG: 22-23 SE: 55</p> <p>Volcano TG: 25-26 SE: 59</p> <p>Oil Spill TG: 30-31 SE: 47</p> <p>Tornado TG: 22-23 SE: 52</p> <p>Asteroid TG: 18-21 SE: 50-51</p>

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	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater
8.ST.UT.2. Examine how choices regarding the use of technology are influenced by constraints caused by various unavoidable factors (e.g., geographic location, limited resources, social, political and economic considerations).	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater

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Abilities To Do Technological Design	
8.ST.TD.3. Design and build a product or create a solution to a problem given more than two constraints (e.g., limits of cost and time for design and production, supply of materials and environmental effects).	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51
	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater
8.ST.TD.4. Evaluate the overall effectiveness of a product design or solution.	Can be developed from the Technology Education Activities Earthquake TG: 16-17 SE: 41 Flood TG: 22-23 SE: 55 Volcano TG: 25-26 SE: 59 Oil Spill TG: 30-31 SE: 47 Tornado TG: 22-23 SE: 52 Asteroid TG: 18-21 SE: 50-51

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	TECH: Video: Quake of '89; Flood; The Mt. Pinatubo Eruption; Give Me the Tides, Give Me the Currents; Alabama Tornado and Belated Early Warning; Impact Crater
Scientific Inquiry	
Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others.	
Grade Six	
Doing Scientific Inquiry	
6.SI.DSI.1. Explain that there are not fixed procedures for guiding scientific investigations; however, the nature of an investigation determines the procedures needed.	Representative pages: Asteroid TG: 6-7, 8-11, 12-13, 14-17 SE: 10, 23-24, 35, 42-43 Tornado TG: 8-9, 10-11, 12-14, 15-16, 17-19, 20-21 SE: 7, 10, 19, 32, 41, 46
	TECH: Video: Impact Crater; Alabama Tornado and Belated Early Warning
6.SI.DSI.2. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.	Representative pages: Fire TG: 7-10, 11-13, 14-15, 16-18, 19-21, 22-23 SE: 8, 15, 27, 40, 59, 63 Hurricane TG: 6-9, 10-11, 12-13, 14-15 SE: 20-22, 25, 26, 37
	TECH: Video: Fire, Hurricane Andrew
6.SI.DSI.3. Distinguish between observation and inference.	Representative pages: Blackout TG: 20-23, 24-27, 28-31, 32-33, 34-35, 36-42, 43-44 SE: 10, 14, 26, 30, 31, 48, 52 Flood TG: 6-7, 8-11, 12-13 SE: 10, 20-21, 30
	TECH: Video: Blackout; Flood

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6.SI.DSI.4. Explain that a single example can never prove that something is always correct, but sometimes a single example can disprove something.	Representative pages: Tornado TG: 8-9, 10-11, 12-14, 15-16, 17-19, 20-21 SE: 7, 10, 19, 32, 41, 46 Gold Medal TG: 4-5, 6-8, 9-11, 12-15 SE: 12, 18, 28, 36 TECH: Video: Alabama Tornado and Belated Early Warning; Gold Medal
Grade Seven	
Doing Scientific Inquiry	
7.SI.DSI.1. Explain that variables and controls can affect the results of an investigation and that ideally one variable should be tested at a time; however it is not always possible to control all variables.	Representative pages: Thrill Ride TG: 4-7, 8-11, 12-14, 15-17, 18-21 SE: 11, 21, 28, 33, 38 Fraud TG: 5-8, 9-11, 12-13, 14-16, 17-18 SE: 11, 21, 25, 28, 32 TECH: Video: Thrill Ride; Fraud
7.SI.DSI.2. Identify simple independent and dependent variables.	Representative pages: Survive TG: 11-12, 13-14, 15-17, 18-22, 23-27 SE: 11, 21, 30, 36, 48 Oil Spill TG: 6-7, 8-11, 12-13, 14-17, 18-19 SE: 14, 22-24, 29, 38, 39 TECH: Video: Survive; Oil Spill
7.SI.DSI.3. Formulate and identify questions to guide scientific investigations that connect to science concepts and can be answered through scientific investigations.	Representative pages: Blackout TG: 20-23, 24-27, 28-31, 32-33, 34-35, 36-42, 43-44 SE: 10, 14, 26, 30, 31, 48, 52 Flood TG: 6-7, 8-11, 12-13 SE: 10, 20-21, 30 TECH: Video: Blackout; Flood
7.SI.DSI.4. Choose the appropriate tools and instruments and use relevant safety procedures to complete scientific investigations.	Representative pages: Survive TG: 11-12, 13-14, 15-17, 18-22, 23-27 SE: 11, 21, 30, 36, 48 Oil Spill TG: 6-7, 8-11, 12-13, 14-17, 18-19 SE: 14, 22-24, 29, 38, 39 TECH: Video: Survive; Oil Spill

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7.SI.DSI.5. Analyze alternative scientific explanations and predictions and recognize that there may be more than one good way to interpret a given set of data.	Representative pages: Thrill Ride TG: 4-7, 8-11, 12-14, 15-17, 18-21 SE: 11, 21, 28, 33, 38 Fraud TG: 5-8, 9-11, 12-13, 14-16, 17-18 SE: 11, 21, 25, 28, 32 TECH: Video: Thrill Ride; Fraud
7.SI.DSI.6. Identify faulty reasoning and statements that go beyond the evidence or misinterpret the evidence.	Representative pages: Blight TG: 5-7, 8-9, 10-12, 13-14, 15-16 SE: 10, 19, 27, 35, 44 Outbreak TG: 14-15, 16, 17-18, 19-21, 22-24, 25-28 SE: 5, 8, 28, 30, 38, 44 TECH: Video: Blight; Outbreak
7.SI.DSI.7. Use graphs, tables and charts to study physical phenomena and infer mathematical relationships between variables (e.g., speed and density).	Representative pages: Tornado TG: 8-9, 10-11, 12-14, 15-16, 17-19, 20-21 SE: 7, 10, 19, 32, 41, 46 Gold Medal TG: 4-5, 6-8, 9-11, 12-15 SE: 12, 18, 28, 36 TECH: Video: Alabama Tornado and Belated Early Warning; Gold Medal
Grade Eight	
Doing Scientific Inquiry	
8.SI.DSI.1. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.	Representative pages: Survive TG: 11-12, 13-14, 15-17, 18-22, 23-27 SE: 11, 21, 30, 36, 48 Oil Spill TG: 6-7, 8-11, 12-13, 14-17, 18-19 SE: 14, 22-24, 29, 38, 39 TECH: Video: Survive; Oil Spill
8.SI.DSI.2. Describe the concepts of sample size and control and explain how these affect scientific investigations.	Representative pages: Global Warming TG: 6-8, 9-12, 13-16, 17-21 SE: 8, 25, 41, 53 Fire TG: 7-10, 11-13, 14-15, 16-18, 19-21 SE: 8, 15, 27, 40, 59, 63 TECH: Video: Global Warming; Fire

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8.SI.DSI.3. Read, construct and interpret data in various forms produced by self and others in both written and oral form (e.g., tables, charts, maps, graphs, diagrams and symbols).	Representative pages: Tornado TG: 8-9, 10-11, 12-14, 15-16, 17-19, 20-21 SE: 7, 10, 19, 32, 41, 46 Gold Medal TG: 4-5, 6-8, 9-11, 12-15 SE: 12, 18, 28, 36
	TECH: Video: Alabama Tornado and Belated Early Warning; Gold Medal
8.SI.DSI.4. Apply appropriate math skills to interpret quantitative data (e.g., mean, median and mode).	Representative pages: Gold Medal TG: 18-19, 20-21, 22-23 SE: 46, 47, 48 Outbreak TG: 32-33, 34-35 SE: 50, 51 Blight TG: 23-24, 25-26 SE: 52, 53 Survive TG: 30-31, 32-33 SE: 58, 59 SE/TG:
	TECH: Video: Gold Medal; Outbreak; Blight; Survive
Scientific Ways of Knowing	
<p>Students realize that the current body of scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world. This includes demonstrating an understanding that scientific knowledge grows and advances as new evidence is discovered to support or modify existing theories, as well as to encourage the development of new theories. Students are able to reflect on ethical scientific practices and demonstrate an understanding of how the current body of scientific knowledge reflects the historical and cultural contributions of women and men who provide us with a more reliable and comprehensive understanding of the natural world.</p>	
Grade Six	
Nature of Science	
6.SWK.NS.1. Identify that hypotheses are valuable even when they are not supported.	Representative pages: Tornado TG: 8-9, 10-11, 12-14, 15-16, 17-19, 20-21 SE: 7, 10, 19, 32, 41, 46 Gold Medal TG: 4-5, 6-8, 9-11, 12-15 SE: 12, 18, 28, 36
	TECH: Video: Alabama Tornado and Belated Early Warning; Gold Medal

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Ethical Practices	
6.SWK.EP.2. Describe why it is important to keep clear, thorough and accurate records.	Representative pages: Blight TG: 5-7, 8-9, 10-12, 13-14, 15-16 SE: 10, 19, 27, 35, 44 Outbreak TG: 14-15, 16, 17-18, 19-21, 22-24, 25-28 SE: 5, 8, 28, 30, 38, 44
	TECH: Video: Blight; Outbreak
Science and Society	
6.SWK.EP.3. Identify ways scientific thinking is helpful in a variety of everyday settings.	Representative pages: Global Warming TG: 6-8, 9-12, 13-16, 17-21 SE: 8, 25, 41, 53 Fire TG: 7-10, 11-13, 14-15, 16-18, 19-21 SE: 8, 15, 27, 40, 59, 63
	TECH: Video: Global Warming; Fire
6.SWK.EP.4. Describe how the pursuit of scientific knowledge is beneficial for any career and for daily life.	Representative pages: Blackout TG: 20-23, 24-27, 28-31, 32-33, 34-35, 36-42, 43-44 SE: 10, 14, 26, 30, 31, 48, 52 Flood TG: 6-7, 8-11, 12-13 SE: 10, 20-21, 30
	TECH: Video: Blackout; Flood
6.SWK.EP.5. Research how men and women of all countries and cultures have contributed to the development of science.	Representative pages: Tornado TG: 8-9, 10-11, 12-14, 15-16, 17-19, 20-21 SE: 7, 10, 19, 32, 41, 46 Gold Medal TG: 4-5, 6-8, 9-11, 12-15 SE: 12, 18, 28, 36
	TECH: Video: Alabama Tornado and Belated Early Warning; Gold Medal
Grade Seven	
Ethical Practices	
7.SWK.EP.1. Show that the reproducibility of results is essential to reduce bias in scientific investigations.	Representative pages: Survive TG: 11-12, 13-14, 15-17, 18-22, 23-25 SE: 11, 21, 30, 36, 48 Blight TG: 5-7, 8-9, 10-12, 13-14, 15-16 SE: 10, 19, 27, 35, 44
	TECH: Video: Survive; Blight

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7.SWK.EP.2. Describe how repetition of an experiment may reduce bias.	Representative pages: Gold Medal TG: 14-15, 16, 17-18, 19-21, 22-24, 25-28 SE: 5, 8, 28, 30, 38, 44 Outbreak TG: 4-5, 6-8, 9-11, 12-15 SE: 7, 12, 18, 28, 36
	TECH: Video: Gold Medal; Outbreak
Science and Society	
7.SWK.SS.3. Describe how the work of science requires a variety of human abilities and qualities that are helpful in daily life (e.g., reasoning, creativity, skepticism and openness).	Representative pages: Thrill Ride TG: 4-7, 8-11, 12-14, 15-17, 18-21 SE: 11, 21, 28, 33, 38 Fraud TG: 5-8, 9-11, 12-13, 14-16, 17-18 SE: 11, 21, 25, 28, 32
	TECH: Video: Thrill Ride; Fraud
Grade Eight	
Nature of Science	
8.SWK.NS.1. Identify the difference between description (e.g., observation and summary) and explanation (e.g., inference, prediction, significance and importance).	Representative pages: Fire TG: 7-10, 11-13, 14-15, 16-18, 19-21, 22-23 SE: 8, 15, 27, 40, 59, 63 Hurricane TG: 6-9, 10-11, 12-13, 14-15 SE: 20-22, 25, 26, 37
	TECH: Video: Fire, Hurricane Andrew
Ethical Practices	
8.SWK.EP.2. Explain why it is important to examine data objectively and not let bias affect observations.	Representative pages: Asteroid TG: 6-7, 8-11, 12-13, 14-17 SE: 10, 23-24, 35, 42-43 Tornado TG: 8-9, 10-11, 12-14, 15-16, 17-19, 20-21 SE: 7, 10, 19, 32, 41, 46
	TECH: Video: Impact Crater; Alabama Tornado and Belated Early Warning