

## Connect to Curriculum

<http://www.corestandards.org>

<https://www.nextgenscience.org/>

<https://www.positiveaction.net/blog/sel-competencies>

<https://artinaction.org/standards/>

Information/Activity	Core Idea	Learning Standards
<b>p.3, 4, 5 Basics of Dendrochronology</b>	Read and comprehend informational texts, including history/social studies, science, and technical texts...	Common Core ELA RI 10
<b>p.4 Tree Rings Simulation</b>	Growth of organisms [trees]... are limited by access to resources.	MS-LS2.A3
	Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena.	MS-P6.1
<b>p.6 Coloring</b>	Growth of organisms [trees]... are limited by access to resources.	MS-LS2.A3
	Create art that represents natural and constructed environments. Describe what an image represents.	NCAS Creating #2 K Responding #7 K
<b>p.7 Cross-dating</b>	Read and comprehend informational texts, including history/social studies, science, and technical texts...	Common Core ELA RI 10
<b>p.8 Crossword Puzzle</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Common Core ELA WHST 2 (6-8)
<b>p.9,10 Coloring</b>	Create art that represents natural and constructed environments.	NCAS
	Describe what an image represents.	Creating #2 K Responding #7 K
<b>p.11 Dendrochronology lesson</b>	Growth of organisms [trees]... are limited by access to resources.	MS-LS2.A3
	Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.	MS-P1.1 MS-P3.2
	Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.	MS-P4.4 MS-P5.2
	Analyze and interpret data to provide evidence for phenomena. Use mathematical representations to describe and/or support scientific conclusions and design solutions.	MS-P6.1
	Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena.	
	Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor	HS-P1.6

	<p>environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.</p> <p>Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.</p> <p>Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.</p> <p>Apply techniques of algebra and functions to represent and solve scientific and engineering problems.</p> <p>Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.</p>	<p>HS-P3.5</p> <p>HS-P4.1</p> <p>HS-P5.3</p> <p>HS-P6.1</p>
<b>p.11 Signs of Change lesson</b>	<p>Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.</p>	MS-ESS3.D1
	<p>In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.</p>	MS-LS2.A2
	<p>Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.</p> <p>Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation</p> <p>Distinguish between causal and correlational relationships in data.</p> <p>Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</p> <p>Communicate scientific and/or technical information (e.g., about a proposed object, tool, process, system) in writing and/or through oral presentations.</p>	<p>MS-P1.6</p> <p>MS-P3.2</p> <p>MS-P4.3</p> <p>MS-P6.3</p> <p>MS-P8.5</p>