

Ark Community Charter School Science Curriculum Framework – Grade 2

<u>Suggested Pacing</u>	<u>Units</u>	<u>New York State Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments</u>
When and in what order will the standards be taught and assessed?	What are your unit titles	What should students know? Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A) which will be bolded below , and which skills are introduced (I) and/or practiced (P) at this grade level.	What qualities of the physical and living environment will the students will be able to observe or describe? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A) which will be bolded below , and which skills are introduced (I) and/or practiced (P) at this grade level.	What specific tools will be used to assess which content bolded standard or skills standard at this grade level?
Scientific Procedure will be practiced in all centers and assessed in Rocks Unit	Magnet and Rocks and Worms Unit	STANDARD 1- Analysis, Inquiry, and Design: SCIENTIFIC INQUIRY:	<i>Key Idea 1:</i> The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a Observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings. S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to	To fulfill S2.3 students be introduced to using the following tools: <ul style="list-style-type: none"> •hand lens •ruler (metric) •thermometer (C °, F °) •measuring cups •graduated cylinder Venn diagram Bar Graphs Tables <i>PROCESS SKILLS BASED ON STANDARD 1 & 4</i> <i>For younger students, the emphasis is on discovery. For older students, the emphasis is on formulating and investigating their own questions.</i>	Carolina Biologic worksheets, teacher observation, group discussions, teacher/student meetings By keeping daily records, students will learn to identify sequences of changes and look for patterns; this skill will be useful throughout their

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			<p>form their own tentative explanations of what they have observed.</p> <p>S1.3a Clearly express a tentative explanation or description which can be tested</p> <p><i>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.</p> <p>S2.1 Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.</p> <p>S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)</p> <p>S2.2 Share their research plans with others and revise them based on their suggestions.</p> <p>S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate</p> <p>S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time.</p> <p>S2.3a Use appropriate "inquiry and process skills" to collect data</p> <p>S2.3b Record observations accurately and concisely</p> <p><i>Key Idea 3:</i></p>	<p>General Skills</p> <p>I. follow safety procedures in the classroom, laboratory ,and field</p> <p>ii. safely and accurately use the following tools:</p> <ul style="list-style-type: none"> •hand lens •ruler (metric) •balance •gram weights •thermometer (C °,F °) •measuring cups •timepiece(s) <p>iii. develop an appreciation of and respect for all learning environments (classroom, laboratory, field, etc.)</p> <p>iv. manipulate materials through teacher direction and free discovery</p> <p>v. use information systems appropriately</p> <p>vi. select appropriate standard and nonstandard measurement tools for measurement activities</p> <p>vii. estimate, find, and communicate measurements, using standard and nonstandard units</p> <p>viii. use and record appropriate units for measured or calculated values</p> <p>ix. order and sequence objects and/or events</p> <p>x. classify objects according to an established scheme</p> <p>xi. generate a scheme for classification</p> <p>xii. utilize senses optimally for making observations</p> <p>xiii. observe, analyze, and report observations of objects and events</p> <p>xiv. observe, identify, and communicate</p>	<p>study of the natural world.</p>

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			<p>The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.</p> <p>S3.1 Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.</p> <p>S3.1a Accurately transfer data from a science journal or notes to appropriate graphic organizer</p> <p>S3.2 Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.</p> <p>S3.2a State, orally and in writing, any inferences or generalizations indicated by the data collected</p> <p>S3.3 Share their findings with others and actively seek their interpretations and ideas.</p> <p>S3.3a Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas</p> <p>S3.4 Adjust their explanations and understandings of objects and events based on their findings and new ideas.</p> <p>S3.4a State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation</p> <p>S3.4b State, orally and in writing, any new questions that arise from their investigation</p>	<p>patterns</p> <p>xv. observe, identify, and communicate cause-and-effect relationships</p> <p>xvi. generate appropriate questions (teacher and student based) in response to observations, events, and other experiences</p> <p>xvii. observe, collect, organize, and appropriately record data, then accurately interpret results</p> <p>xviii. collect and organize data, choosing the appropriate representation:</p> <ul style="list-style-type: none"> •journal entries •graphic representations •drawings/pictorial representations <p>xix. make predictions based on prior experiences and/or information</p> <p>xx. compare and contrast organisms/objects/events in the living and physical environments</p> <p>xxi. identify and control variables/factors</p> <p>xxii. plan, design, and implement a short-term and long-term investigation based on a student-or teacher-posed problem</p> <p>xxiii. communicate procedures and conclusions through oral and written presentations</p>	
RUS unit		Standard 6: Interconnect edness: 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. <i>Key Idea 1:</i>	<ul style="list-style-type: none"> •observe and describe interactions among components of simple systems •identify common things that can be considered to be systems (e.g., a plant, a transportation system, human beings) 	

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			<p>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.</p>		
All Units		<p>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.</p>	<p>Connections <i>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.</p> <p>Strategies <i>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.</p> <p>Working Effectively –contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group</p> <p>Gathering and Processing Information –accessing information from printed media, electronic databases, and community resources; using the</p>	<ul style="list-style-type: none"> •analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action •make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit trade-offs to arrive at an optimal choice •design solutions to problems involving a familiar and real context, investigate related science concepts to determine the solution, and use mathematics to model, quantify, measure, and compute •observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions 	

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			<p>information to develop a definition of the problem and to research possible solutions</p> <p>Generating and Analyzing Ideas –developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data</p> <p>Common Themes –observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem</p> <p>Realizing Ideas –constructing components or models, arriving at a solution, and evaluating the results</p> <p>Presenting Results – using a variety of media to present the solution and to communicate the results</p>		
Oct	Plants/Trees	Standard 4	The Living Environment	<p>1.1b Plants require air, water, nutrients, and light in order to live and thrive.</p> <p>1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.</p> <p>2.1a Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).</p> <p>2.1b Some characteristics result from an individual’s interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).</p> <p>2.2a Plants and animals closely resemble their parents and other individuals in their species.</p> <p>3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.</p> <ul style="list-style-type: none"> • roots help support the plant and take in water and nutrients 	

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				<ul style="list-style-type: none"> • leaves help plants utilize sunlight to make food for the plant • stems, stalks, trunks, and other similar structures provide support for the plant • some plants have flowers • flowers are reproductive structures of plants that produce fruit which contains seeds • seeds contain stored food that aids in germination and the growth of young plants <p>3.1c In order to survive in their environment, plants and animals must be adapted to that environment.</p> <ul style="list-style-type: none"> • seeds disperse by a plant’s own mechanism and/or in a variety of ways that can include wind, water, and animals • leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture . <p>3.2b All individuals have variations, and because of these variations individuals of a species may have an advantage in surviving and reproducing.</p> <p>4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.</p> <p>4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.</p> <p>4.1c The length of time from beginning of development to death of the plant is called its life span.</p> <p>4.1d Life cycles of some plants include changes from seed to mature plant.</p> <p>4.2a Growth is the process by which plants</p>	

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				<p>and animals increase in size.</p> <p>4.2b Food supplies the energy and materials necessary for growth and repair.</p> <p>5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.</p> <p>5.1b An organism’s external physical features can enable it to carry out life functions in its particular environment.</p> <p>5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.</p> <p>5.2g The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.</p> <p>6.1a Green plants are producers because they provide the basic food supply for themselves and animals. .</p> <p>6.2a Plants manufacture food by utilizing air, water, and energy from the Sun.</p> <p>6.2b The Sun’s energy is transferred on Earth from plants to animals through the food chain.</p> <p>7.1a Humans depend on their natural and constructed environments.</p> <p>7.1b Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities.</p>	

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				7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.	
Nov - March	Landforms and RUS Units	STANDARD 1- Analysis, Inquiry, and Design: ENGINEERING DESIGN:	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.	T1.1 Describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved. T1.1a Identify a simple/common object which might be improved and state the purpose of the improvement T1.1b Identify features of an object that help or hinder the performance of the object T1.1c Suggest ways the object can be made differently, fixed, or improved within given constraints T1.2 Investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members. T1.2a Identify appropriate questions to ask about the design of an object T1.2b Identify the appropriate resources to use to find out about the design of an object T1.2c Describe prior designs of the object T1.3 Generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices. T1 3a List possible solutions, applying age-appropriate math and science skills T1.3c Select a solution consistent with given constraints and explain why it was chosen	Teacher-developed checklist used during conferences Landforms Rubric in art class Landforms/ RUS quiz and test Rubric - Landscape paintings in art class of RUS Creation, Participation and Presentation of RUS animation

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		Standard 4	The Physical Setting	<p>T1.4 Plan and build, under supervision, a model of the solution, using familiar materials, processes, and hand tools.</p> <p>T1.4a Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly</p> <p>T1.4b Build a model of the object, modifying the plan as necessary</p> <p>T1.5 Discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.</p> <p>T1.5a Determine a way to test the finished solution or model</p> <p>T1.5c Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats</p> <p>2.1c Water is recycled by natural processes on Earth.</p> <ul style="list-style-type: none"> • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground <p>2.1d Erosion and deposition result from the interaction among air, water, and land.</p> <ul style="list-style-type: none"> • interaction between air and water breaks 	

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			<p>Living</p> <p>7. Human decisions and activities have had a profound impact on the physical and living environment.</p>	<p>down earth materials</p> <ul style="list-style-type: none"> • pieces of earth material may be moved by air, water, wind, and gravity • pieces of earth material will settle or deposit on land or in the water in different places • soil is composed of broken-down pieces of living and nonliving earth material <p>2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.</p> <p>7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.</p>	
Jan-March	Rocks/Fossils/Dino	Standard 4	<p>STANDARD 4: The Physical Setting</p> <p>Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</p> <p>Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p>	<p>.2.1d Erosion and deposition result from the interaction among air, water, and land.</p> <ul style="list-style-type: none"> • interaction between air and water breaks down earth materials • pieces of earth material may be moved by air, water, wind, and gravity • pieces of earth material will settle or deposit on land or in the water in different places • soil is composed of broken-down pieces of living and nonliving earth material <p>Observe and describe properties of materials, using appropriate tools.</p> <p>3.1a Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.</p>	<p>Teacher-developed checklist used during conferences</p> <p>Writing sample scored with a rubric/checklist</p> <p>Social Studies or Science Research Project - Rubric for each ELA Performance Indicator</p>

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		<p>STANDARD 4: The Living Environment</p>	<p>Key Idea 1: Living things are both similar to and different from each other and from nonliving things.</p>	<p>3.1b Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.</p> <p>3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility reflectiveness of light.</p> <p>3.1d Measurements can be made with standard metric units and nonstandard units</p> <p>3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders.</p> <p>3.1f Objects and/or materials can be sorted or classified according to their properties.</p> <p>3.1g Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example:</p> <ul style="list-style-type: none"> • temperature - hot or cold • lighting - shadows, color • moisture - wet or dry <p>1.1c Nonliving things do not live and thrive.</p> <p>1.1d Nonliving things can be human-created or naturally occurring.</p> <p>Describe the life processes common to all living things.</p> <p>1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.</p>	

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			<p>Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.</p> <p>Key Idea 3: Individual organisms and species change over time.</p>	<p>Recognize that traits of living things are both inherited and acquired or learned.</p> <p>2.1a Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).</p> <p>2.1b Some characteristics result from an individual’s interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).</p> <p>Recognize that for humans and other living things there is genetic continuity between generations.</p> <p>2.2a Plants and animals closely resemble their parents and other individuals in their species.</p> <p>2.2b Plants and animals can transfer specific traits to their offspring when they reproduce.</p> <p>3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.</p> <ul style="list-style-type: none"> • wings, legs, or fins enable some animals to seek shelter and escape predators • the mouth, including teeth, jaws, and tongue, enables some animals to eat and Drink • eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings • claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food • some animals have parts that are used to produce sounds and smells to help the animal 	

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			<p>Key Idea 4: The continuity of life is sustained through reproduction and development.</p>	<p>meet its needs</p> <ul style="list-style-type: none"> the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change) <p>3.1c In order to survive in their environment, plants and animals must be adapted to that environment.</p> <ul style="list-style-type: none"> animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration <p>3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.</p> <p>3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing.</p> <p>4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.</p> <p>4.1e Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult.</p> <p>4.1f Each kind of animal goes through its own stages of growth and development during its life span.</p>	

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			<p>Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.</p> <p>Key Idea 6: Plants and animals depend on each other and their physical environment.</p>	<p>4.1g The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary.</p> <p>Describe basic life functions of common living specimens (e.g., guppies, mealworms, gerbils).</p> <p>5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.</p> <p>5.1b An organism's external physical features can enable it to carry out life functions in its particular environment.</p> <p>5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).</p> <p>5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.</p> <p>5.2d Some animals, including humans, move from place to place to meet their needs.</p> <p>5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur.</p> <p>5.2f Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.</p> <p>5.2g The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.</p> <p>6.1b All animals depend on plants. Some animals (predators) eat other animals (prey).</p>	

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				<p>6.1c Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain.</p> <p>6.1e An organism’s pattern of behavior is related to the nature of that organism’s environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment.</p> <p>6.1f When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.</p>	
April-June	Manatee/ Changes in Habitat	Standard 4	<p>Living</p> <p>Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environments.</p>	<p>Humans are dependent upon and have an impact on their environment. Students should recognize how human decisions cause environmental changes to occur. Students should be given opportunities to identify and investigate the factors that positively or negatively affect the physical environment and its resources. Identify ways in which humans have changed their environment and the effects of those changes.</p> <p>7.1a Humans depend on their natural and constructed environments.</p> <p>7.1b Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities.</p> <p>7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.</p>	<p>Teacher-developed checklist used during conferences</p> <p>Social Studies or Science Research Project - Rubric for each ELA Performance Indicator</p>