

# REPORT CARD CHUGACH SCHOOL DISTRICT

Name:

<b>Science</b> Graduation = Level VI	<b>Key:</b> * Advanced    + Proficient Developing    – Emerging
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	<b>Scientific Process:</b> (All required)	<b>Content Knowledge:</b>
<b>Level I</b>	SC 1.A <b>Developing Questions:</b> Asks questions about nature and the environment. SC 1.B <b>Designing Investigations:</b> Understands the meaning of “evidence”; understands that investigations are used to answer questions. SC 1.C <b>Conducting investigations:</b> Participates in teacher designed group investigations that include the following skills: observe, use a switch, simple measurement (length, mass), and pour into a funnel. SC 1.D <b>Communicating Results:</b> Explains project with pictures and spoken words. Describes three specific things about an object.	Student must study and master a minimum of two (2) of the following content areas for level I plus a minimum of two (2) others for level II. The content areas are described in the <u>National Science Education Standards</u> pg. 127-134: SC 1/2.1 Properties of objects and materials SC 1/2.2 Position and motion of objects SC 1/2.3 Light, heat, electricity, and magnetism SC 1/2.4 Characteristics of organisms SC 1/2.5 Life cycles of organisms SC 1/2.6 Organisms and environments SC 1/2.7 Properties of earth materials SC 1/2.8 Objects in the sky/changes in the earth and sky Underline mastered targets.
<i>Entry Date:</i>		<i>Exit Date:</i>
		<i>Exit Score:</i>
<b>Level II</b>	SC 2.A <b>Developing Questions:</b> Asks specific questions that can be answered through measurement (How long? How hot?). SC 2.B <b>Designing Investigations:</b> Understands that investigations should only test one thing at a time. Brainstorms possible investigations to answer a question. SC 2.C <b>Conducting Investigations:</b> Participates in teacher designed investigations; working in pairs, that includes the following skills: use of a thermometer, balance, and stopwatch; uses multiple measurements to increase confidence; records simple observations. SC 2.D <b>Communicating Results:</b> Summarizes work orally and in simple writing. Answers a question using evidence and scientific knowledge. Identifies the difference between reliable and unreliable evidence.	
<i>Remarks:</i>		<i>Entry Date:</i>
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	<b>Scientific Process:</b> (All required)	<b>Content Knowledge:</b>
<b>Level V</b>	<p>SC 5.A <b>Developing Questions:</b> Forms a testable hypothesis from a question.</p> <p>SC 5.B <b>Designing Investigations:</b> Identifies the variables in an experiment. Designs an investigation with most variables controlled.</p> <p>SC 5.C <b>Conducting Investigations:</b> Conducts self designed investigations that demonstrate safe use of equipment including microscope, triple beam balance and hazardous chemicals.</p> <p>SC 5.D <b>Communicating Results:</b> Applies sound logic when forming explanations; recognizes and openly evaluates alternative explanations. Uses appropriate scientific language in explanations.</p> <p>SC 5.E <b>Other:</b> Uses scientific process to test a hypothesis with minimal help.</p>	<p>Student must study and master a minimum of two (2) of the following content areas for level V and then a minimum of two (2) others from this list for level VI. The content areas are described in the <u>National Science Education Standards</u> pg. 179-190:</p> <p>SC 5/6.1 Structure of atoms</p> <p>SC 5/6.2 Structure and properties of matter</p> <p>SC 5/6.3 Chemical reactions</p> <p>SC 5/6.4 Motions and forces</p> <p>SC 5/6.5 Conservation of energy and increase in disorder</p> <p>SC 5/6.6 Interaction of energy and matter</p> <p>SC 5/6.7 The cell</p> <p>SC 5/6.8 Molecular basis of heredity</p> <p>SC 5/6.9 Biological evolution</p> <p>SC 5/6.10 Interdependence of organisms</p> <p>SC 5/6.11 Matter, energy and organization in living systems</p> <p>SC 5/6.12 Behavior of organisms</p> <p>SC 5/6.13 Energy in the earth system</p> <p>SC 5/6.14 Geochemical cycles</p> <p>SC 5/6.15 Origin and evolution of the earth system</p> <p>SC 5/6.16 Origin and evolution of the universe</p> <p>Underline mastered targets.</p>
<i>Entry Date:</i>		<i>Exit Date:</i>
		<i>Exit Score:</i>
<b>Level VI</b>	<p>SC 6.A <b>Developing Questions:</b> Is able to convert a question into a hypothesis and a hypothesis to a question; explains what types of questions science cannot answer.</p> <p>SC 6.B <b>Designing Investigations:</b> Designs investigations that control all but one variable; designs inquiries that result in an accurate explanation or model.</p> <p>SC 6.C <b>Conducting Investigations:</b> Works in a systematic manner; keeps neat, accurate notes while conducting self-designed investigations.</p> <p>SC 6.D <b>Communicating Results:</b> Defends explanation/model orally and in writing; revises explanations based on reasoning, scientific knowledge and evidence; evaluates and adopts alternative explanations when warranted.</p>	<p>SC 5/6.12 Behavior of organisms</p> <p>SC 5/6.13 Energy in the earth system</p> <p>SC 5/6.14 Geochemical cycles</p> <p>SC 5/6.15 Origin and evolution of the earth system</p> <p>SC 5/6.16 Origin and evolution of the universe</p> <p>Underline mastered targets.</p>
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	<b>Scientific Process:</b> (All required)	<b>Content Knowledge:</b>
<b>Level VII</b>	<p>SC 7.A <b>Conducting Research:</b> Conducts an investigation of a current local, regional or global scientific issue.</p> <p>SC 7.B <b>Presentation:</b> Presents a 10-page minimum (or multimedia equivalent) paper on findings and recommendations (may be based on previous investigation). Attends and reports on lectures, meetings or hearings related to a scientific issue.</p> <p>SC 7.C <b>Career:</b> Researches a minimum of 2 specific career opportunities in science.</p> <p>SC 7.D <b>Historical:</b> Prepares and delivers a report on two of the following historical advances in science: Copernican revolution, Newtonian mechanics, relativity, geologic time scale, plate tectonics, atomic theory, nuclear physics. Report should include short and long term effects on science and society.</p>	<p>Student must study and master a minimum of two (2) of the following content areas for level VII and then a minimum of two (2) others from this list for level VIII. The content areas are described in the <u>National Science Education Standards</u> pg. 179-190:</p> <p>SC 7/8.1 Structure of atoms            SC 7/8.2 Structure and properties of matter            SC 7/8.3 Chemical reactions            SC 7/8.4 Motions and forces            SC 7/8.5 Conservation of energy and increase in disorder            SC 7/8.6 Interaction of energy and matter            SC 7/8.7 The cell            SC 7/8.8 Molecular basis of heredity            SC 7/8.9 Biological evolution            SC 7/8.10 Interdependence of organisms            SC 7/8.11 Matter, energy and organization in living systems            SC 7/8.12 Behavior of organisms            SC 7/8.13 Energy in the earth system            SC 7/8.14 Geochemical cycles            SC 7/8.15 Origin and evolution of the earth system            SC 7/8.16 Origin and evolution of the universe</p> <p>Underline mastered targets.</p>
<i>Entry Date:</i> _____		<i>Exit Date:</i> _____
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<b>Level VIII</b>	<p>SC 8.A <b>Conducting Research:</b> Competes in a regional or state science fair.</p> <p>SC 8.B <b>Presentation:</b> Becomes an expert in a content target from level 2 or 3 and teaches that content target to classmates. Participates in a written or oral debate on a scientific issue.</p> <p>SC 8.C <b>Career:</b> Participates in job shadowing, work experience or internship in a scientific field.</p> <p>SC 8.D <b>Historical:</b> Prepares and delivers a report on two of the following historical advances in science; germ theory, galactic universe, medical and health technology, report should include short and long term effects on science and society.</p>	<p>SC 7/8.12 Behavior of organisms            SC 7/8.13 Energy in the earth system            SC 7/8.14 Geochemical cycles            SC 7/8.15 Origin and evolution of the earth system            SC 7/8.16 Origin and evolution of the universe</p> <p>Underline mastered targets.</p>
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