Main Criteria: National Theatre for Children

Secondary Criteria: Ohio Learning Standards, Next Generation Science Standards (NGSS)

Subject: Science

Grades: 6, 7, 8

National Theatre for Children

How electricity is made

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.6.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	6.SI.	Science Inquiry and Application - During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:
BENCHMARK / GRADE LEVEL INDICATOR	6.SI.5.	Develop descriptions, models, explanations and predictions;
BENCHMARK / GRADE LEVEL INDICATOR	6.SI.7.	Recognize and analyze alternative explanations and predications; and
DOMAIN /	OH.6.	Order and Organization: This theme focuses on helping students use scientific

ACADEMIC CONTENT STANDARD		inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	6.ESS.	Earth and Space Science (ESS)
BENCHMARK / GRADE LEVEL INDICATOR		Topic: Rocks, Minerals and Soil - This topic focuses on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.
PROFICIENCY LEVEL	6.ESS.5.	Rocks, minerals and soils have common and practical uses.
INDICATOR	6.ESS.5.1.	Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Integration of Knowledge and Ideas
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects

STANDARD / BENCHMARK		Production and Distribution of Writing
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.7.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	7.SI.	Science Inquiry and Application - During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:
BENCHMARK / GRADE LEVEL INDICATOR	7.SI.5.	Develop descriptions, models, explanations and predictions.
BENCHMARK / GRADE LEVEL INDICATOR	7.SI.7.	Recognize and analyze alternative explanations and predications.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Integration of Knowledge and Ideas
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD /		Text Types and Purposes

BENCHMARK		
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Production and Distribution of Writing
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Ohio Learning Standards

Science

Grade **8** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.8.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	8.SI.	Science Inquiry and Application - During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:
BENCHMARK / GRADE LEVEL INDICATOR	8.SI.5.	Develop descriptions, models, explanations and predictions.
BENCHMARK / GRADE LEVEL INDICATOR	8.SI.7.	Recognize and analyze alternative explanations and predications.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Integration of Knowledge and Ideas
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Production and Distribution of Writing
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

How energy is used unwisely

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-1.**	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**
PERFORMANCE EXPECTATION	**MS-ESS3-3.**	**Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.**
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	**OH.6.**	**Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.**
STANDARD / BENCHMARK	**6.ESS.**	**Earth and Space Science (ESS)**
BENCHMARK / GRADE LEVEL INDICATOR		**Topic: Rocks, Minerals and Soil - This topic focuses on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.**
PROFICIENCY LEVEL	**6.ESS.5.**	**Rocks, minerals and soils have common and practical uses.**
INDICATOR	**6.ESS.5.1.**	**Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.**
DOMAIN / ACADEMIC CONTENT STANDARD	**OH.RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
STANDARD / BENCHMARK		**Craft and Structure**
BENCHMARK / GRADE LEVEL INDICATOR	**RST.6-8.4.**	**Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.**
DOMAIN / ACADEMIC CONTENT STANDARD	**OH.WHST.6-8.**	**Writing Standards for Literacy in Science and Technical Subjects**
STANDARD / BENCHMARK		**Text Types and Purposes**
BENCHMARK / GRADE LEVEL INDICATOR	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
PROFICIENCY LEVEL	**WHST.6-8.2(d)**	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	**OH.RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
STANDARD / BENCHMARK		**Craft and Structure**
BENCHMARK / GRADE LEVEL INDICATOR	**RST.6-8.4.**	**Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **8** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

How we use natural resources

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.6.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	6.ESS.	Earth and Space Science (ESS)
BENCHMARK / GRADE LEVEL INDICATOR		Topic: Rocks, Minerals and Soil - This topic focuses on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.
PROFICIENCY LEVEL	6.ESS.5.	Rocks, minerals and soils have common and practical uses.
INDICATOR	6.ESS.5.1.	Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure

BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **8** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

The science of energy and technology

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.6.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	6.ESS.	Earth and Space Science (ESS)
BENCHMARK / GRADE LEVEL INDICATOR		Topic: Rocks, Minerals and Soil - This topic focuses on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.
PROFICIENCY LEVEL	6.ESS.5.	Rocks, minerals and soils have common and practical uses.
INDICATOR	6.ESS.5.1.	Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

STANDARD		
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
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PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **8** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

The science of natural resources

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE

TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.6.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	6.ESS.	Earth and Space Science (ESS)
BENCHMARK / GRADE LEVEL INDICATOR		Topic: Rocks, Minerals and Soil - This topic focuses on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.
PROFICIENCY LEVEL	6.ESS.5.	Rocks, minerals and soils have common and practical uses.
INDICATOR	6.ESS.5.1.	Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **8** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

The uses of electricity

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-1.**	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-1.**	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	**OH.6.**	**Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.**
STANDARD / BENCHMARK	**6.SI.**	**Science Inquiry and Application - During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:**
BENCHMARK / GRADE LEVEL INDICATOR	**6.SI.5.**	**Develop descriptions, models, explanations and predictions;**
BENCHMARK / GRADE LEVEL INDICATOR	**6.SI.7.**	**Recognize and analyze alternative explanations and predications; and**
DOMAIN / ACADEMIC CONTENT STANDARD	**OH.6.**	**Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.**
STANDARD / BENCHMARK	**6.ESS.**	**Earth and Space Science (ESS)**
BENCHMARK / GRADE LEVEL INDICATOR		**Topic: Rocks, Minerals and Soil - This topic focuses on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.**
PROFICIENCY LEVEL	**6.ESS.5.**	**Rocks, minerals and soils have common and practical uses.**
INDICATOR	**6.ESS.5.1.**	**Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.**
DOMAIN / ACADEMIC CONTENT STANDARD	**OH.RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
STANDARD / BENCHMARK		**Key Ideas and Details**
BENCHMARK /	**RST.6-**	**Determine the central ideas or conclusions of a text; provide an accurate summary of**

GRADE LEVEL INDICATOR	8.2.	the text distinct from prior knowledge or opinions.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Integration of Knowledge and Ideas
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Production and Distribution of Writing
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.7.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	7.SI.	Science Inquiry and Application - During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:
BENCHMARK / GRADE LEVEL INDICATOR	7.SI.5.	Develop descriptions, models, explanations and predictions.

BENCHMARK / GRADE LEVEL INDICATOR	7.SI.7.	Recognize and analyze alternative explanations and predications.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Integration of Knowledge and Ideas
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Production and Distribution of Writing
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DOMAIN / ACADEMIC CONTENT STANDARD	OH.8.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	8.SI.	Science Inquiry and Application - During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:
BENCHMARK / GRADE LEVEL INDICATOR	8.SI.5.	Develop descriptions, models, explanations and predictions.
BENCHMARK / GRADE LEVEL INDICATOR	8.SI.7.	Recognize and analyze alternative explanations and predications.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Integration of Knowledge and Ideas
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects

STANDARD / BENCHMARK		Production and Distribution of Writing
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What YOU can do to conserve energy

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.6.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	6.ESS.	Earth and Space Science (ESS)
BENCHMARK / GRADE LEVEL INDICATOR		Topic: Rocks, Minerals and Soil - This topic focuses on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.
PROFICIENCY LEVEL	6.ESS.5.	Rocks, minerals and soils have common and practical uses.

INDICATOR	6.ESS.5.1.	Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **8** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD /		Text Types and Purposes

BENCHMARK		
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

What are energy and electricity

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **8** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

What are energy resources

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.6.	Order and Organization: This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.
STANDARD / BENCHMARK	6.ESS.	Earth and Space Science (ESS)
BENCHMARK / GRADE LEVEL INDICATOR		Topic: Rocks, Minerals and Soil - This topic focuses on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.
PROFICIENCY LEVEL	6.ESS.5.	Rocks, minerals and soils have common and practical uses.
INDICATOR	6.ESS.5.1.	Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK / GRADE LEVEL INDICATOR	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
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Ohio Learning Standards

Science

Grade **8** - Adopted: **2011**

DOMAIN /	OH.RST.	Reading Standards for Literacy in Science and Technical Subjects

ACADEMIC CONTENT STANDARD	6-8.	
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
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What is and how to be Energy Efficient

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

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		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

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Next Generation Science Standards (NGSS)

Science

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Ohio Learning Standards

Science

Grade **6** - Adopted: **2011**

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PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

Grade **7** - Adopted: **2011**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Craft and Structure
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STANDARD / BENCHMARK		Text Types and Purposes
BENCHMARK /	WHST.6-	Write informative/explanatory texts, including the narration of historical events,

GRADE LEVEL INDICATOR	8.2.	scientific procedures/ experiments, or technical processes.
PROFICIENCY LEVEL	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ohio Learning Standards

Science

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