`*SRA Life, Earth, and Physical Science Laboratories*
correlation to
Montana Standards for Science
Grades 6-8

SRA Life, Earth, and Physical Science Laboratories provide core science content in an alternate reading format. Each *SRA Science Lab* contains 180 Science Cards covering key science concepts and vocabulary. Each lab covers 90 different science topics presented at two different reading levels to meet varied student abilities. The *Teacher's Handbook* includes hands-on inquiry activities as well as vocabulary building exercises. The *Classroom Resource CD-ROM* includes Writing Strategies in Science along with tests and vocabulary games.

Science Content Standard 1
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.
1. Students will identify a question, determine relevant variables and a control, formulate a testable hypothesis, plan and predict the outcome of an investigation, safely conduct scientific investigation, and compare and analyze data.
Life Science Lab Teacher's Handbook: Hands-On Activity 1, *Examining Cells,* pages 77-79; Hands-On Activity 2, *Culturing Bacteria,* pages 81-83; Hands-On Activity 3, *Investigating Arthropods,* pages 85-87; Hands-On Activity 4, *Your Cardiovascular System,* pages 89-91; Hands-On Activity 5, *Making Fossils,* pages 93-95; Hands-On Activity 6, *How Much Does Energy Cost?,* pages 97-99; Hands-On Activity 7, *The Effects of Acid Rain,* pages 101-103 **Earth Science Lab Teacher's Handbook:** Hands-On Activity 1, *Identifying Minerals with the Mohs Scale,* pages 73-75; Hands-On Activity 2, *Plate Boundaries in Action,* pages 77-79; Hands-On Activity 3, *Interpreting a Topographic Map,* pages 81-83; Hands-On Activity 4, *Using Sound Waves,* pages 85-87; Hands-On Activity 5, *What is in the Air?,* pages 89-91; Hands-On Activity 6, *Modeling a Tornado,* pages 93-95; Hands-On Activity 7, *Sizes in the Solar System,* pages 97-99; Hands-On Activity 8, *Temperature, Salinity, and Water Density,* pages 101-103 **Physical Science Lab Teacher's Handbook:** Hands-On Activity 1, *Measuring pH of Acids and Bases,* pages 77-79; Hands-On Activity 2, *Chemical Reaction Rates,* pages 81-83; Hands-On Activity 3, *Energy Conversion,* pages 85-87; Hands-On Activity 4, *Reducing Friction,* pages 89-91; Hands-On Activity 5, *Making a Potato Battery,* pages 93-95; Hands-On Activity 6, *Making Sound,* pages 97-99 **Classroom Resource CD-ROM:** Writing Strategy 8, 15, 22, 23, 24

Science Content Standard 1
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.
2. Students will select and use appropriate tools including technology to make measurements (in metric units), gather, process and analyze data from scientific investigations.
Life Science Lab Teacher's Handbook: Hands-On Activity 3, *Investigating Arthropods,* pages 85-87; Hands-On Activity 4, *Your Cardiovascular System,* pages 89-91; Hands-On Activity 5, *Making Fossils,* pages 93-95; Hands-On Activity 6, *How Much Does Energy Cost?,* pages 97-99; Hands-On Activity 7, *The Effects of Acid Rain,* pages 101-103 **Earth Science Lab Teacher's Handbook:** Hands-On Activity 1, *Identifying Minerals with the Mohs Scale,* pages 73-75; Hands-On Activity 3, *Interpreting a Topographic Map,* pages 81-83; Hands-On Activity 5, *What is in the Air?,* pages 89-91; Hands-On Activity 7, *Sizes in the Solar System,* pages 97-99; Hands-On Activity 8, *Temperature, Salinity, and Water Density,* pages 101-103 **Physical Science Lab Teacher's Handbook:** Hands-On Activity 1, *Measuring pH of Acids and Bases,* pages 77-79; Hands-On Activity 2, *Chemical Reaction Rates,* pages 81-83; Hands-On Activity 3, *Energy Conversion,* pages 85-87; Hands-On Activity 4, *Reducing Friction,* pages 89-91; Hands-On Activity 6, *Making Sound,* pages 97-99 **Classroom Resource CD-ROM:** Writing Strategy 22, 24

Science Content Standard 1

Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.

3. Students will review, communicate and defend results of investigations, including considering alternative explanations.

Life Science Lab Teacher's Handbook: Hands-On Activity 1, *Examining Cells,* pages 77-79; Hands-On Activity 2, *Culturing Bacteria,* pages 81-83; Hands-On Activity 3, *Investigating Arthropods,* pages 85-87; Hands-On Activity 4, *Your Cardiovascular System,* pages 89-91; Hands-On Activity 5, *Making Fossils,* pages 93-95; Hands-On Activity 6, *How Much Does Energy Cost?,* pages 97-99; Hands-On Activity 7, *The Effects of Acid Rain,* pages 101-103

Earth Science Lab Teacher's Handbook: Hands-On Activity 1, *Identifying Minerals with the Mohs Scale,* pages 73-75; Hands-On Activity 2, *Plate Boundaries in Action,* pages 77-79; Hands-On Activity 3, *Interpreting a Topographic Map,* pages 81-83; Hands-On Activity 4, *Using Sound Waves,* pages 85-87; Hands-On Activity 5, *What is in the Air?,* pages 89-91; Hands-On Activity 6, *Modeling a Tornado,* pages 93-95; Hands-On Activity 7, *Sizes in the Solar System,* pages 97-99; Hands-On Activity 8, *Temperature, Salinity, and Water Density,* pages 101-103

Physical Science Lab Teacher's Handbook: Hands-On Activity 1, *Measuring pH of Acids and Bases,* pages 77-79; Hands-On Activity 2, *Chemical Reaction Rates,* pages 81-83; Hands-On Activity 3, *Energy Conversion,* pages 85-87; Hands-On Activity 4, *Reducing Friction,* pages 89-91; Hands-On Activity 5, *Making a Potato Battery,* pages 93-95; Hands-On Activity 6, *Making Sound,* pages 97-99

Science Content Standard 1

Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.

4. Students will create models to illustrate scientific concepts and use the model to predict change (e.g., computer simulation, stream table, graphic representation).

Life Science Lab Teacher's Handbook: Hands-On Activity 4, *Your Cardiovascular System,* pages 89-91; Hands-On Activity 5, *Making Fossils,* pages 93-95; Hands-On Activity 6, *How Much Does Energy Cost?,* pages 97-99

Earth Science Lab Teacher's Handbook: Hands-On Activity 2, *Plate Boundaries in Action,* pages 77-79; Hands-On Activity 6, *Modeling a Tornado,* pages 93-95; Hands-On Activity 7, *Sizes in the Solar System,* pages 97-99

Physical Science Lab Teacher's Handbook: Hands-On Activity 5, *Making a Potato Battery,* pages 93-95; Hands-On Activity 6, *Making Sound,* pages 97-99

Classroom Resource CD-ROM: Writing Strategy 20

Science Content Standard 1

Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.

5. Students will identify strengths and weaknesses in an investigation design.

Life Science Lab Teacher's Handbook: Hands-On Activity 1, *Examining Cells,* pages 77-79; Hands-On Activity 2, *Culturing Bacteria,* pages 81-83; Hands-On Activity 3, *Investigating Arthropods,* pages 85-87; Hands-On Activity 4, *Your Cardiovascular System,* pages 89-91; Hands-On Activity 5, *Making Fossils,* pages 93-95; Hands-On Activity 6, *How Much Does Energy Cost?,* pages 97-99; Hands-On Activity 7, *The Effects of Acid Rain,* pages 101-103

Earth Science Lab Teacher's Handbook: Hands-On Activity 1, *Identifying Minerals with the Mohs Scale,* pages 73-75; Hands-On Activity 2, *Plate Boundaries in Action,* pages 77-79; Hands-On Activity 3, *Interpreting a Topographic Map,* pages 81-83; Hands-On Activity 4, *Using Sound Waves,* pages 85-87; Hands-On Activity 5, *What is in the Air?,* pages 89-91; Hands-On Activity 6, *Modeling a Tornado,* pages 93-95; Hands-On Activity 7, *Sizes in the Solar System,* pages 97-99; Hands-On Activity 8, *Temperature, Salinity, and Water Density,* pages 101-103

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Science Content Standard 1
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.
6. Students will compare how observations of nature form an essential base of knowledge among the Montana American Indians.
This concept is not covered at this level.

Science Content Standard 2
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.
1. Students will classify, describe, and manipulate the physical models of matter in terms of: elements, compounds, pure substances and mixtures, atoms, and molecules.
Physical Science Lab, Level A: Cards 3, 4, 10, 11, 12, 13, 21 **Physical Science Lab, Level B:** Cards 3, 4, 10, 11, 12, 13, 21

Science Content Standard 2
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.
2. Students will examine, describe, compare and classify objects and substances based on common physical properties and simple chemical properties.
Physical Science Lab, Level A: Cards 1, 2, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 28, 42 **Physical Science Lab, Level B:** Cards 1, 2, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 28, 42 **Physical Science Lab Teacher's Handbook:** Hands-On Activity 1, *Measuring pH of Acids and Bases*, pages 77-79

Science Content Standard 2
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.
3. Students will describe energy and compare and contrast the energy transformations and the characteristics of light, heat, motion, magnetism, electricity, sound and mechanical waves.
Physical Science Lab, Level A: Cards 34, 36, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 48, 49, 66, 67, 68, 69, 70, 74, 75, 76, 77, 78, 79, 80, 82, 83, 85, 86, 87, 88 **Physical Science Lab, Level B:** Cards 34, 36, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 48, 49, 66, 67, 68, 69, 70, 74, 75, 76, 77, 78, 79, 80, 82, 83, 85, 86, 87, 88 **Physical Science Lab Teacher's Handbook:** Hands-On Activity 3, *Energy Conversion*, pages 85-87; Hands-On Activity 5, *Making a Potato Battery*, pages 93-95; Hands-On Activity 6, *Making Sound*, pages 97-99

Science Content Standard 2
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.
4. Student will model and explain the states of matter are dependent upon the quantity of energy present in the system and describe what will change and what will remain unchanged at the particulate level when matter experiences an external force or energy change.
Physical Science Lab, Level A: Cards 5, 6, 7, 8, 42 **Physical Science Lab, Level B:** Cards 5, 6, 7, 8, 42

Science Content Standard 2
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.
5. Students will describe and explain the motion of an object in terms of its position, direction, and speed as well as the forces acting upon it.
Physical Science Lab, Level A: Cards 50, 51, 52, 53, 54, 55, 56, 57, 58, 59 **Physical Science Lab, Level B:** Cards 50, 51, 52, 53, 54, 55, 56, 57, 58, 59 **Physical Science Lab Teacher's Handbook:** Hands-On Activity 4, *Reducing Friction*, pages 89-91

Science Content Standard 2
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.
6. Students will identify, build, describe, measure, and analyze mechanical systems (e.g., simple and complex machines) and describe the forces acting within those systems.
Physical Science Lab, Level A: Cards 41, 63, 64 **Physical Science Lab, Level B:** Cards 41, 63, 64

Science Content Standard 2
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.
7. Students will give examples and describe how energy is transferred and conserved (e.g., electric to light and heat [light bulb], chemical to mechanical [fuel to propulsion]).
Physical Science Lab, Level A: Cards 37, 39, 40, 41, 42, 45, 46, 47, 48, 49, 66, 67, 70, 76, 77, 78, 79, 80, 82, 83 **Physical Science Lab, Level B:** Cards 37, 39, 40, 41, 42, 45, 46, 47, 48, 49, 66, 67, 70, 76, 77, 78, 79, 80, 82, 83 **Physical Science Lab Teacher's Handbook:** Hands-On Activity 3, *Energy Conversion*, pages 85-87; Hands-On Activity 5, *Making a Potato Battery*, pages 93-95; Hands-On Activity 6, *Making Sound*, pages 97-99

Science Content Standard 3
Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
1. Students will compare the structure and function of prokaryotic cells (bacteria) and eukaryotic cells (plants, animal, etc.) including the levels of organization of the structure and function, particularly with humans.
Life Science Lab, Level A: Cards 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 44 **Life Science Lab, Level B:** Cards 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 44 **Life Science Lab Teacher's Handbook:** Hands-On Activity 1, *Examining Cells*, pages 77-79; Hands-On Activity 2, *Culturing Bacteria*, pages 81-83

Science Content Standard 3
Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
2. Students will explain how organisms and systems of organisms obtain and use energy resources to maintain stable conditions (e.g., food webs, photosynthesis, respiration).
Life Science Lab, Level A: Cards 7, 9, 16, 17, 76, 77 **Life Science Lab, Level B:** Cards 7, 9, 16, 17, 76, 77

Science Content Standard 3
Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
3. Students will communicate the differences in the reproductive processes of a variety of plants and animals using the principles of genetic modeling (e.g., Punnett squares).
Life Science Lab, Level A: Cards 10, 18, 19, 20, 21, 22, 58, 60, 61, 62, 63, 64 **Life Science Lab, Level B:** Cards 10, 18, 19, 20, 21, 22, 58, 60, 61, 62, 63, 64

Science Content Standard 3
Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
4. Students will investigate and explain the interdependent nature of populations and communities in the environment and describe how species in these populations adapt by evolving.
Life Science Lab, Level A: Cards 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 77 **Life Science Lab, Level B:** Cards 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 77

Science Content Standard 3
Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
5. Students will create and use a basic classification scheme to identify plants and animals.
Life Science Lab, Level A: Cards 2, 3, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40 **Life Science Lab, Level B:** Cards 2, 3, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40 **Life Science Lab Teacher's Handbook:** Hands-On Activity 2, *Culturing Bacteria*, pages 81-83; Hands-On Activity 3, *Investigating Arthropods*, pages 85-87

Science Content Standard 4
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
1. Students will model and explain the internal structure of the earth and describe the formation and composition of earth's external features in terms of the rock cycle and plate tectonics and constructive and destructive forces.
Earth Science Lab, Level A: Cards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28 **Earth Science Lab, Level B:** Cards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28 **Earth Science Lab Teacher's Handbook:** Hands-On Activity 1, *Identifying Minerals with the Mohs Scale*, pages 73-75; Hands-On Activity 2, *Plate Boundaries in Action*, pages 77-79

Science Content Standard 4
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
2. Students will differentiate between rock types and mineral types and classify both by how they are formed and the utilization by humans.
Earth Science Lab, Level A: Cards 3, 4, 5, 6, 7, 8, 9 **Earth Science Lab, Level B:** Cards 3, 4, 5, 6, 7, 8, 9 **Earth Science Lab Teacher's Handbook:** Hands-On Activity 1, *Identifying Minerals with the Mohs Scale*, pages 73-75

Science Content Standard 4
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
3. Students will use fossils to describe the geological timeline.
Life Science Lab, Level A: Card 67 **Life Science Lab, Level B:** Card 67 **Life Science Lab Teacher's Handbook:** Hands-On Activity 5, *Making Fossils,* pages 93-95 **Earth Science Lab, Level A:** Cards 32, 33, 34 **Earth Science Lab, Level B:** Cards 32, 33, 34

Science Content Standard 4
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
4. Students will describe the water cycle, the composition and structure of the atmosphere and the impact of oceans on large-scale weather patterns.
Earth Science Lab, Level A: Cards 36, 37, 38,3 9, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 87 **Earth Science Lab, Level B:** Cards 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 87 **Earth Science Lab Teacher's Handbook:** Hands-On Activity 5, *What is in the Air?,* pages 89-91; Hands-On Activity 6, *Modeling a Tornado,* pages 93-95

Science Content Standard 4
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
5. Students will describe and model the motion and tilt of earth in relation to the sun, and explain the concepts of day, night, seasons, year, and climatic changes.
Earth Science Lab, Level A: Cards 55, 62 **Earth Science Lab, Level B:** Cards 55, 62

Science Content Standard 4
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
6. Students will describe the earth, moon, planets and other objects in space in terms of size, force of gravity, structure, and movement in relation to the sun.
Earth Science Lab, Level A: Cards 62, 63, 67, 68, 69, 70, 71, 72, 73 **Earth Science Lab, Level B:** Cards 62, 63, 67, 68, 69, 70, 71, 72, 73 **Earth Science Lab Teacher's Handbook:** Hands-On Activity 7, *Sizes in the Solar System,* pages 97-99

Science Content Standard 4
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
7. Students will identify scientific theories about the origin and evolution of the earth and solar system.
Earth Science Lab, Level A: Card 78 **Earth Science Lab, Level B:** Card 78

Science Content Standard 5
Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures, and societies.
1. Students will describe the specific fields of science and technology as they relate to occupations within those fields.
2. Students will apply scientific knowledge and process skills to understand issues and everyday events.
This concept is not covered at this level.

Science Content Standard 5
Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures, and societies.
3. Students will simulate collaborative problem solving and give examples of how scientific knowledge and technology are shared with other scientists and the public.
Life Science Lab Teacher's Handbook: Hands-On Activity 1, *Examining Cells,* pages 77-79; Hands-On Activity 2, *Culturing Bacteria,* pages 81-83; Hands-On Activity 3, *Investigating Arthropods,* pages 85-87; Hands-On Activity 4, *Your Cardiovascular System,* pages 89-91; Hands-On Activity 5, *Making Fossils,* pages 93-95; Hands-On Activity 6, *How Much Does Energy Cost?,* pages 97-99; Hands-On Activity 7, *The Effects of Acid Rain,* pages 101-103 **Earth Science Lab Teacher's Handbook:** Hands-On Activity 1, *Identifying Minerals with the Mohs Scale,* pages 73-75; Hands-On Activity 2, *Plate Boundaries in Action,* pages 77-79; Hands-On Activity 3, *Interpreting a Topographic Map,* pages 81-83; Hands-On Activity 4, *Using Sound Waves,* pages 85-87; Hands-On Activity 5, *What is in the Air?,* pages 89-91; Hands-On Activity 6, *Modeling a Tornado,* pages 93-95; Hands-On Activity 7, *Sizes in the Solar System,* pages 97-99; Hands-On Activity 8, *Temperature, Salinity, and Water Density,* pages 101-103 **Physical Science Lab Teacher's Handbook:** Hands-On Activity 1, *Measuring pH of Acids and Bases,* pages 77-79; Hands-On Activity 2, *Chemical Reaction Rates,* pages 81-83; Hands-On Activity 3, *Energy Conversion,* pages 85-87; Hands-On Activity 4, *Reducing Friction,* pages 89-91; Hands-On Activity 5, *Making a Potato Battery,* pages 93-95; Hands-On Activity 6, *Making Sound,* pages 97-99

Science Content Standard 5
Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures, and societies.
4. Students will use scientific knowledge to investigate problems and their proposed solutions and evaluate those solutions while considering environmental impacts.
Life Science Lab, Level A: Cards 84, 85, 86, 87, 88, 89, 90 **Life Science Lab, Level B:** Cards 84. 85, 86, 87, 88, 89, 90 **Life Science Lab Teacher's Handbook:** Hands-On Activity 7, *The Effects of Acid Rain,* pages 101-103 **Earth Science Lab, Level A:** Cards 37, 42, 59, 60, 61, 85, 86 **Earth Science Lab, Level B:** Cards 37, 42, 59, 60, 61, 85, 86 **Earth Science Lab Teacher's Handbook:** Hands-On Activity 5, *What is in the Air?,* pages 89-91 **Physical Science Lab, Level A:** Cards 34, 46, 47, 48, 49 **Physical Science Lab, Level B:** Cards 34, 46, 47, 48, 49

Science Content Standard 5
Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures, and societies.
5. Students will describe how the knowledge of science and technology influences the development of Montana American Indian cultures.
This concept is not covered at this level.

Science Content Standard 6
Students understand historical developments in science and technology.
1. Students will give examples of scientific discoveries and describe the interrelationship between technological advances and scientific understanding, including Montana American Indian examples.
Life Science Lab, Level A: Cards 5, 49, 59, 64, 69, 83 **Life Science Lab, Level B:** Cards 5, 49, 59, 64, 69, 83 **Earth Science Lab, Level A:** Cards 10, 16, 20, 31, 37, 51, 54, 70, 79, 80, 81, 88 **Earth Science Lab, Level B:** Cards 10, 16, 20, 31, 37, 51, 54, 70, 79, 80, 81, 88 **Physical Science Lab, Level A:** Cards 3, 17, 33, 34, 35, 55, 68, 69, 70, 72, 73, 76, 81, 84, 90 **Physical Science Lab, Level B:** Cards 3, 17, 33, 34, 35, 55, 68, 69, 70, 72, 73, 76, 81, 84, 90

Science Content Standard 6
Students understand historical developments in science and technology.
2. Students will identify major milestones in science that have impacted science, technology, and society.
Life Science Lab, Level A: Cards 5, 46, 49, 59, 64, 69 **Life Science Lab, Level B:** Cards 5, 46, 49, 59, 64, 69 **Earth Science Lab, Level A:** Cards 16, 31, 37, 51, 54, 68, 79, 80, 81, 88 **Earth Science Lab, Level B:** Cards 16, 31, 37, 51, 54, 68, 79, 80, 81, 88 **Physical Science Lab, Level A:** Cards 3, 7, 33, 46, 47, 48, 49, 55, 63, 64, 68, 69, 70, 72, 73, 76, 81, 84, 90 **Physical Science Lab, Level B:** Cards 3, 7, 33, 46, 47, 48, 49, 55, 63, 64, 68, 69, 70, 72, 73, 76, 81, 84, 90

Science Content Standard 6
Students understand historical developments in science and technology.
3. Students will describe and explain science as a human endeavor and an ongoing process.
Life Science Lab, Level A: Cards 3, 5, 46, 49, 59, 64, 69, 86, 87, 88, 89, 90 **Life Science Lab, Level B:** Cards 3, 5, 46, 49, 59, 64, 69, 86, 87, 88, 89, 90 **Earth Science Lab, Level A:** Cards 10, 16, 37, 42, 51, 54, 59, 60, 61, 68, 70, 72, 78, 79, 80, 81, 86, 88 **Earth Science Lab, Level B:** Cards 10, 16, 37, 42, 51, 54, 59, 60, 61, 68, 70, 72, 78, 79, 80, 81, 86, 88 **Physical Science Lab, Level A:** Cards 3, 7, 17, 33, 34, 35, 46, 47, 48, 49, 53, 59, 73, 81, 84, 90 **Physical Science Lab, Level B:** Cards 3, 7, 17, 33, 34, 35, 46, 47, 48, 49, 53, 59, 73, 81, 84, 90