

STANDARD NAME	STANDARD DEFINITION	ADVANCED	PROFICIENT	DEVELOPING	EMERGING
<b>Ecology</b>					
SC.EC.02.01.02	Recognizes and explains organisms can cause physical and chemical changes to matter through digestion, growth, respiration, and photosynthesis. Recognizes and explains the importance of energy transfer in these changes	<ul style="list-style-type: none"> <li>*Describes importance of an organisms ability to transfer energy</li> <li>*Explains the process and need for photosynthesis</li> <li>*Explains process of respiration</li> <li>*Explains process of digestion</li> <li>*Illustrates energy transfer in all three processes and links directly to growth of an organism</li> </ul>	<ul style="list-style-type: none"> <li>*Explains the process of photosynthesis</li> <li>*Explains process of respiration</li> <li>*Explains process of digestion</li> <li>*Describes energy transfer in all three processes and links directly to growth of an organism</li> </ul>	<ul style="list-style-type: none"> <li>*Lists the steps of photosynthesis</li> <li>*List the steps of respiration</li> <li>*List the steps of digestion</li> <li>*Describes energy transfer in two of the processes and links directly to growth of an organism</li> </ul>	<ul style="list-style-type: none"> <li>*Define photosynthesis</li> <li>*Define respiration</li> <li>*Define digestion</li> <li>*Describes energy transfer in one of the processes and links directly to growth of an organism</li> </ul>
SC.EC.02.02.02	States energy flows and matter cycles, but is conserved within an ecosystem	<ul style="list-style-type: none"> <li>*Diagrams energy flow within an ecosystem</li> <li>*Diagrams matter cycles (decomposition, digestion, etc)</li> <li>*Describes first law of thermodynamics in detail</li> </ul>	<ul style="list-style-type: none"> <li>*Illustrates energy flow within an ecosystem</li> <li>*Illustrates a matter cycle (decomposition)</li> <li>*Defines first law of thermodynamics</li> </ul>	<ul style="list-style-type: none"> <li>*Defines energy flow</li> <li>*Defines a matter cycle</li> </ul>	<ul style="list-style-type: none"> <li>*Lists steps in energy flow</li> <li>*List steps in matter cycles</li> </ul>
SC.EC.02.03.02	Classifies organisms within a food web as producers, consumers, or decomposers	<ul style="list-style-type: none"> <li>*Describes the role producers, consumers, and decomposers play in their communities</li> <li>*Describes the interactions between producers, consumers, and decomposers in an ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>*Describes the role producers, consumers, and decomposers play in their communities</li> <li>*Identifies producers, consumers, and decomposers in an ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>*Defines producers, consumers, and decomposers</li> <li>*Identifies producers, consumers, and decomposers in an ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>*Defines producers, consumers, or decomposers</li> <li>*Identifies producers, consumers, or decomposers in an ecosystem</li> </ul>
SC.EC.02.04.02	Organizes a food web showing the cycling of energy and matter	<ul style="list-style-type: none"> <li>*Designs a food web accurately depicting the flow of energy in an ecosystem</li> <li>*Include arrows indicating energy flow and matter cycles</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a food web accurately depicting the flow of energy in an ecosystem</li> <li>*Indicates energy flow and matter cycles</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a food web which depicts the flow of energy in an ecosystem</li> <li>*Describes energy flow</li> </ul>	<ul style="list-style-type: none"> <li>*List steps of energy flow within an ecosystem</li> </ul>
<b>Living Organisms: structure, function, behavior, development, life cycles, and diversity</b>					
SC.LO.02.01.02	Describes the basic structure and function of plant and animal cells and cell organelles	<ul style="list-style-type: none"> <li>* Compares the size and number of a cell organelle with other organelles</li> <li>* Identifies and describes why some organelles are only found in a plant or animal cell and explains why those organelles are not necessary for the other type of cell</li> <li>*Compares and contrasts plant cells and animal cell characteristics</li> </ul>	<ul style="list-style-type: none"> <li>* Compares the number of cell organelles in a single cell with other organelles</li> <li>* Describes why plant or animal cell size is limited</li> <li>* Identifies and describes why some organelles are only found in a plant or animal cell</li> <li>*Describes basic characteristics of plant and animal cells</li> </ul>	<ul style="list-style-type: none"> <li>* Orders the size of a few cell organelles with others</li> <li>* Describes the organelles that are only present in a plant or animal cell</li> </ul>	<ul style="list-style-type: none"> <li>* Lists some of the largest cell organelles</li> <li>* Names the organelles that are only present in a plant or animal cell</li> </ul>

SC.LO.02.02.02	Identify the seven levels of classification of organisms	*Identifies and describes the seven levels of classification system in order *Includes at least two sub levels *Provides two examples of each level	*Identifies the seven levels of classification system in order *Includes at least two sub levels *Provides one example of each level	*Identifies five of the seven levels of classification system in order *Provides one example of each level	*Identifies three of the seven levels of classification system in order
SC.LO.02.03.02	Places vertebrates into correct classes of taxonomy based on external, observable features	*Accurately classifies ten vertebrates based on observable features *Creates and uses a dichotomous key to classify ten vertebrates	*Accurately classifies eight vertebrates based on observable features *Uses a dichotomous key to classify eight vertebrates	*Accurately classifies six vertebrates based on observable features *Uses a dichotomous key to classify six vertebrates	*Accurately classifies less than six vertebrates based on observable features
SC.LO.02.04.02	Explains most organisms utilize inherited and learned behaviors to meet the basic requirements of life	*Describes and gives examples of inherited behaviors of organisms *Describes and gives examples of behaviors which are in direct response to environment *Describes the basic requirements of life for all organisms	*Identifies inherited behaviors of organisms *Identifies behaviors which are in direct response to environment *Describes the basic requirements of life for all organisms	*Identifies inherited behaviors of organisms <b>OR</b> *Identifies behaviors which are in direct response to environment *Lists the basic requirements of life for all organisms	*Lists the basic requirements of life for all organisms
SC.LO.02.05.02	Identifies and describes the function and interdependence of human organs and body systems (i.e. circulatory, respiratory, nervous)	*Describes the functions of the following body systems: circulatory, respiratory, nervous, reproductive, excretory, digestive, skeletal and muscular *Identifies interdependence of at least 4 unique pairs of systems *Reports on function and interdependence to a group of peers	*Identifies the functions of the following body systems: circulatory, respiratory, nervous, reproductive, excretory, digestive, skeletal and muscular *Identifies interdependence of at least 3 unique pairs of systems	*Identifies the functions of 4 of the following body systems: circulatory, respiratory, nervous, reproductive, excretory, digestive, skeletal and muscular *Identifies interdependence of a pair of systems	*Identifies the functions of 2 of the following body systems: circulatory, respiratory, nervous, reproductive, excretory, digestive, skeletal and muscular *Lists ways in which different body systems are interdependent

### Structure and Properties of Matter

SC.PM.02.01.02	Uses physical and chemical properties to differentiate among materials (i.e. elements, compounds, and mixtures)	*Compares and contrasts the differences between elements, compounds, mixtures and solutions *Uses proper terminology	*Compares the differences between elements, compounds, mixtures and solutions *Uses proper terminology for parts of solutions	*Defines compounds, mixtures and solutions *Uses proper terminology	*Defines elements and mixtures
SC.PM.02.02.02	Recognizes most substances can exist as a solid, liquid, or gas depending on the motion of its particles	*Identifies 7 properties of matter *Describes arrangements and movements of molecules in 3 states of matter *Describes the fourth state of matter	*Identifies 5 properties of matter *Describes arrangements and movements of molecules in 3 states of matter *Name the fourth state of matter	*Identifies 3 properties of matter *Describes arrangements or movements of molecules in 3 states of matter	*Identifies less than 3 properties of matter

SC.PM.02.03.02	Explores changes of state with increase or decrease of particle speed associated with heat transfer	*Investigates and describes changes of state at different temperatures *Reports on investigation *Describes the association of particle speed, heat transfer, and change of state	*Investigates and describes changes of state at different temperatures *Describes association of particle speed and heat transfer	*Describes changes of state at different temperatures *Defines particle speed, heat transfer, and change of state	*Defines change of state and relates to heat transfer
SC.PM.02.04.02	Explores through a variety of models how atoms may bond together into well defined molecules or bond together in large arrays	*Compares and contrasts the different types of chemical bonds *Presents differences and similarities of ionic, covalent and hydrogen bonds to a group of peers *Illustrates and explains two examples for each type of bond	*Describes the different types of chemical bonds *Describes differences and similarities of ionic, covalent and hydrogen bonds *Illustrates and explains an example for each type of bond	*Describes two different types of chemical bonds *Describes differences and similarities of ionic, covalent or hydrogen bonds *Illustrates an example for each type of bond	*Describes a type of chemical bond *Illustrates an example for the type of bond

**Reproduction and Mutations: how science explains changes in life forms over time**

SC.RM.02.01.02	Compares and contrasts sexual and asexual reproduction	*Compares and contrasts sexual and asexual reproduction *Identifies five organisms which reproduce asexually *Describes the primary benefits of asexual reproduction	*Identifies the major differences between sexual and asexual reproduction *Identifies three organisms which reproduce asexually *Identifies the primary benefits of asexual reproduction	*Identifies two differences between sexual and asexual reproduction *Identifies an organism which reproduces asexually	*Identifies a difference between sexual and asexual reproduction
SC.RM.02.02.02	Describes possible outcomes of mutations (i.e. no effect, damage, benefit)	*Defines genetic mutation *Describes the three possible outcomes of a mutation *Illustrates the role of mutations in evolution *Presents a potential negative effect of mutation on our society today (H5N1)	*Defines genetic mutation *Describes the three possible outcomes of a mutation	*Defines genetic mutation *Describes a possible outcome of mutation	*Defines genetic mutation

SC.RM.02.03.02	Describes the role of genes in sexual reproduction (i.e. traits of offspring)	<ul style="list-style-type: none"> <li>*Describes the role of genes in sexual reproduction</li> <li>*Describes traits of offspring given parental genetic information</li> <li>*Shows application of genetic terminology: DNA, genes, chromosomes, alleles, recessive &amp; dominant traits, homozygous and heterozygous</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies the role of genes in sexual reproduction</li> <li>*Describes traits of offspring given parental genetic information</li> <li>*Consistently uses genetic terminology accurately: DNA, genes, chromosomes, alleles, recessive &amp; dominant traits, homozygous and heterozygous</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies the role of genes in sexual reproduction</li> <li>*Occasionally uses genetic terminology accurately: DNA, genes, chromosomes, alleles, recessive &amp; dominant traits, homozygous and heterozygous</li> </ul>	*Identifies the role of genes in sexual reproduction
<b>Scientific Process</b>					
SC.SP.02 .01.02	Asks testable questions in order to gain knowledge about a specific, complex subject	<ul style="list-style-type: none"> <li>*Describes testable and non-testable questions on a specific, complex subject</li> <li>*Formulates and defends testable questions derived by emerging patterns in a complex system</li> </ul>	<ul style="list-style-type: none"> <li>*Defines testable and non-testable questions on a specific, complex subject</li> <li>*Formulates and defends testable questions derived by emerging patterns in a complex system</li> </ul>	*Compares and contrasts testable and non-testable questions of a specific subject	*Recognizes a testable question
SC.SP.02 .02.02	Predict outcome and develop a hypothesis based on observations of similar situations	<ul style="list-style-type: none"> <li>*Develops and defends a hypothesis based on observations of similar situations</li> <li>*Predicts and defends an outcome based on observations of similar situations</li> </ul>	<ul style="list-style-type: none"> <li>*Develops a hypothesis based on observations of a similar situation</li> <li>*Predicts an outcome based on observations of a similar situation</li> </ul>	<ul style="list-style-type: none"> <li>*Develops a hypothesis based on observation</li> <li>*Predicts an outcome based on observation</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies a hypothesis</li> <li>*Predicts an outcome</li> </ul>
SC.SP.02 .03.02	Collaborate to design and conduct repeatable investigations which will result in data collection	<ul style="list-style-type: none"> <li>*Designs and conducts investigations in a group multiple times that are valid and reliable</li> <li>*Reflects on investigations as a group</li> <li>*Identifies control groups and dependent and independent variables</li> <li>*Collects appropriate data on investigation</li> </ul>	<ul style="list-style-type: none"> <li>*Designs investigations as a group that are valid or reliable using all steps of the scientific method</li> <li>*Conducts investigations as designed</li> <li>*Identifies experimental or control groups</li> <li>*Identifies dependent and independent variables</li> <li>*Collects appropriate data on investigation</li> </ul>	<ul style="list-style-type: none"> <li>*Designs investigations as a group using one or more steps of the scientific method</li> <li>*Conducts investigations as designed</li> <li>*Identifies dependent or independent variables</li> <li>*Collects some data</li> </ul>	<ul style="list-style-type: none"> <li>*Designs investigations as a group</li> <li>*Conducts investigations with changes to design</li> <li>*Identifies variables</li> </ul>

SC.SP.02 .04.02	Collect and record data for a scientifically valid number of trials using appropriate tools, include measurements, observations, descriptions, and classifications when appropriate	<ul style="list-style-type: none"> <li>*Collects and records data throughout each trial for a valid number of trials</li> <li>*Uses and describes appropriate measurement tools for data collection</li> <li>*Records accurate measurements, observations, descriptions and classifications as applicable</li> <li>*Shows evidence of appropriate safety methods used in data collection</li> <li>*Describes appropriate safety methods used in data collection</li> </ul>	<ul style="list-style-type: none"> <li>*Collects and records data at beginning and end of each trial for a valid number of trials</li> <li>*Uses appropriate measurement tools for data collection</li> <li>*Records accurate measurements, observations, descriptions and classifications as applicable</li> <li>*Shows evidence of appropriate safety methods used in data collection</li> </ul>	<ul style="list-style-type: none"> <li>*Collects and records data from each trial for a valid number of trials</li> <li>*Uses some appropriate measurement tools for data collection</li> <li>*Records measurements and observations</li> <li>*Shows evidence of knowledge of appropriate safety methods used in data collection</li> </ul>	<ul style="list-style-type: none"> <li>*Collects and records data</li> <li>*Uses measurement tools for data collection</li> <li>*Identifies safety methods in data collection</li> </ul>
SC.SP.02 .05.02	Use graphic organizers to analyze data for range, mean, median, and mode	<ul style="list-style-type: none"> <li>*Analyzes recorded data using graphic organizers to show range, mean, median and mode</li> <li>*Reports analysis to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes recorded data using graphic organizers to show range, mean, median and mode</li> <li>*Describes analysis procedures</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes recorded data using graphic organizers to show range, mean, median <b>OR</b> mode</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes recorded data to show range, mean, median <b>OR</b> mode</li> </ul>
SC.SP.02 .06.02	Interpret data and make conclusions with reference to hypothesis, observations, and findings	<ul style="list-style-type: none"> <li>*Constructs and defends conclusions based on data, observations and findings</li> <li>*References hypothesis multiple times in conclusion</li> <li>*Includes more than one specific reason to support or refine hypothesis</li> <li>*Reflects on study and makes appropriate revisions</li> </ul>	<ul style="list-style-type: none"> <li>*Constructs conclusions based on data, observations and findings</li> <li>*References hypothesis in conclusion</li> <li>*Includes detailed evaluation of hypothesis</li> <li>*Includes one specific reason to support or reject hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>*Constructs conclusions based on data, observations or findings</li> <li>*Includes broad evaluation of hypothesis</li> <li>*Determines whether to support or reject hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>*Constructs conclusions</li> <li>*Includes an evaluation of hypothesis</li> </ul>
SC.SP.02 .07.02	Communicate experimental findings using models and organizers to an audience	<ul style="list-style-type: none"> <li>*Prepares professional presentation media which includes models and organizers</li> <li>*Presents and defends investigation, including methods and results to audience</li> <li>*Defends conclusions to audience using specific examples from investigation with models</li> <li>*Includes data trends, errors and discrepancies, and cause and effect using models and graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>*Prepares presentation media which includes models and organizers</li> <li>*Presents investigation, including methods and results to audience</li> <li>*Defends conclusions to audience using general examples from investigation with models or graphic organizers</li> <li>*Includes data trends, errors and discrepancies, or cause and effect with models or graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>*Prepares presentation media with a model or graphic organizers</li> <li>*Presents investigation</li> <li>*Describes conclusions to audience using an example from investigation</li> <li>*Includes data trends or cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>*Prepares presentation</li> <li>*Attempts to design a model or graphic organizer</li> <li>*Includes data trends</li> </ul>

SC.SP.02 .08.02	Recognize and analyze different explanations and models for a given experiment and describes how repeating experiments improves the likelihood of accurate results	<ul style="list-style-type: none"> <li>*Investigates multiple explanations and models for an experiment</li> <li>*Describes the causes for discrepancy of models and conclusions</li> <li>*Describes in detail the likelihood of accuracy of experiments which have been repeated many times</li> <li>*Provides an example of a historically significant experiment which cannot be repeated with accurate results</li> <li>*Provides an example of a historically significant experiment which can be repeated with accurate results</li> </ul>	<ul style="list-style-type: none"> <li>*Investigates multiple explanations and models for a given experiment</li> <li>*Identifies the causes for discrepancy of models and conclusions</li> <li>*Describes the likelihood of accuracy of experiments which have been repeated many times</li> <li>*Provides an example of a historically significant experiment which can be repeated with accurate results</li> </ul>	<ul style="list-style-type: none"> <li>*Investigates an explanation and model for a given experiment</li> <li>*Identifies a cause for discrepancy of models and conclusions</li> <li>*Identifies the likelihood of accuracy of experiments which have been repeated many times</li> </ul>	<ul style="list-style-type: none"> <li>*Investigates an explanation and model for a given experiment</li> <li>*Attempts to identify a likely cause of discrepancy of a model or conclusion</li> </ul>
SC.SP.02 .09.02	Conduct research to learn how the local environment is used by a variety of competing interests (e.g. competition for habitat/resources, tourism, oil and mining companies, hunting groups)	<ul style="list-style-type: none"> <li>*Designs and conducts a local study to gain specific knowledge of how the local environment is used</li> <li>*Interviews representatives from competing interests to collect data</li> <li>*Presents and defends conclusions of study to multiple members of the community</li> </ul>	<ul style="list-style-type: none"> <li>*Conducts a local study to gain specific knowledge of how the local environment is used</li> <li>*Interviews representatives from competing interests to collect data</li> <li>*Describes ways in which local environment is used by competing interests</li> <li>*Presents and defends conclusions of study to peers</li> </ul>	<ul style="list-style-type: none"> <li>*Conducts a local study to gain specific knowledge of how the local environment is used</li> <li>*Describes ways in which local environment is used by competing interests</li> <li>*Describes conclusions of study</li> </ul>	<ul style="list-style-type: none"> <li>*Conducts a local study to gain knowledge of how the local environment is used</li> <li>*Identifies ways in which local environment is used by competing interests</li> <li>*Describes conclusions of study</li> </ul>
SC.SP.02.10.02	Identifies, designs, tests, and revises solutions to a local problem	<ul style="list-style-type: none"> <li>*Identifies a local problem</li> <li>*Designs and conducts an investigation to explain causes of problem</li> <li>*Identifies multiple potential solutions</li> <li>*Tests one of the solutions; repeat test multiple times</li> <li>*Revises solution as necessary</li> <li>*Reports solution to members of the community with summary of investigation, data, and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies a local problem</li> <li>*Designs and conducts an investigation to explain causes of problem</li> <li>*Identifies a potential solution</li> <li>*Tests the solution; repeat test multiple times</li> <li>*Revises solution as necessary</li> <li>*Describes solution to peers with summary of investigation, data, and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies a local problem</li> <li>*Designs an investigation to explain causes of problem</li> <li>*Identifies a potential solution</li> <li>*Tests the solution; repeat test multiple times</li> <li>*Revises solution as necessary</li> <li>*Describes solution to peers with conclusion</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies a local problem</li> <li>*Identifies a potential solution</li> <li>*Tests the solution</li> <li>*Revises solution as necessary</li> </ul>

SC.SP.02.11.02	Describes how local knowledge, culture, and the technologies of various activities (e.g. hunting, fishing, subsistence) influence the development of scientific knowledge.	<ul style="list-style-type: none"> <li>*Researches and reports on local knowledge of 3 activities</li> <li>*Includes pertinent cultural factors and technological advances in research</li> <li>*Describes how this local knowledge influences the development of scientific knowledge</li> <li>*Presents the sources of information upon which the local knowledge is based</li> </ul>	<ul style="list-style-type: none"> <li>*Researches the local knowledge of one activity</li> <li>*Includes pertinent cultural factors and technological advances in research</li> <li>*Describes how this local knowledge influences the development of scientific knowledge</li> </ul>	<ul style="list-style-type: none"> <li>*Researches the local knowledge of one activity</li> <li>*Includes cultural factors OR technological advances in research</li> <li>*Identifies how this local knowledge influences the development of scientific knowledge</li> </ul>	<ul style="list-style-type: none"> <li>*Researches the local knowledge of one activity</li> <li>*Includes cultural factors OR technological advances in research</li> </ul>
SC.SP.02.12.02	Demonstrate proper care and use of laboratory equipment	<ul style="list-style-type: none"> <li>*Describes and models proper use of and care of laboratory equipment</li> <li>*Always uses laboratory equipment safely and for the intended purpose</li> <li>*Teaches others how to use laboratory equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Describes proper use and care of laboratory equipment</li> <li>*Consistently uses laboratory equipment safely and for the intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies proper use and care of laboratory equipment</li> <li>*Often uses laboratory equipment for the intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies proper use of laboratory equipment</li> <li>*Occasionally uses laboratory equipment for the intended purpose</li> </ul>
SC.SP.02.13.02	Describes how public policy affects own life using scientific knowledge and technology, and participates diplomatically in evidence-based discussions relating to own community	<ul style="list-style-type: none"> <li>*Presents 4 specific public policies which affect own life, to members of the community</li> <li>*Uses appropriate scientific knowledge in presentation</li> <li>*Uses appropriate technology</li> <li>*Consistently uses appropriate scientific and technological terminology</li> <li>*Actively participates in an evidence-based discussion of local issues with members of the community</li> </ul>	<ul style="list-style-type: none"> <li>*Presents 2 specific public policies which affect own life, to peers</li> <li>*Uses scientific knowledge in presentation</li> <li>*Uses appropriate technology</li> <li>*Often uses appropriate scientific and technological vocabulary</li> <li>*Participates in an evidence-based discussion of local issues with peers</li> </ul>	<ul style="list-style-type: none"> <li>*Presents on a specific public policy which affects own life</li> <li>*Shows some scientific knowledge</li> <li>*Uses technology</li> <li>*Uses some appropriate scientific and technological vocabulary</li> <li>*Participates in an evidence-based discussion of local issues with peers</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a public policy which affects own life</li> <li>*Shows some scientific knowledge</li> <li>*Uses some appropriate scientific or technological vocabulary</li> </ul>
SC.SP.02.14.02	Predicts the possible effects of a recent scientific discovery, invention, or scientific breakthrough	<ul style="list-style-type: none"> <li>*Describes a recent scientific event (discovery, invention or breakthrough)</li> <li>*Predicts the effects of this event to our society in the future</li> <li>*Describes potential impacts (both positive and negative) of a recent scientific event</li> <li>*Presents on the life and/or career of a modern significant scientist</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a recent scientific event (discovery, invention or breakthrough)</li> <li>*Predicts the effects of this event to our society in the future</li> <li>*Presents on the life or career of a modern significant scientist</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies a recent scientific event (discovery, invention or breakthrough)</li> <li>*Predicts the effects of this event to our society in the future</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies a recent scientific event (discovery, invention or breakthrough)</li> </ul>