Watching Walrus

Education Content Standards

Alaska Science Performance Standards (GLEs):

5TH GRADE:

The student demonstrates an understanding of science as an inquiry based process by:

SA1.1 (5-8) asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating.

SA2.1 (5) supporting the student’s own statements with facts from a variety of resources and by identifying their sources.

Student demonstrates an understanding of the concepts of life science by:

SC2.1 (5) identifying and sorting animals into groups using basic external and internal features.

SC3.2 (5) organizing a simple food chain of familiar plants and animals that traces the source of energy back to sunlight.

Student demonstrates an understanding that problem solving involves different ways of thinking by:

SE2.1 (5) Investigating a problem or project over a specified period of time and identifying the tools and processes used in that project.

Students demonstrate an understanding of the bases of the advancement of scientific knowledge by:

SG2.1 (5) reviewing and recording results of investigations into the natural world.

6TH GRADE:

The student demonstrates an understanding of science as an inquiry based process by:

SA1.1 (6) asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating.

SA2.1 (6) identifying and differentiating fact from opinion.

Students demonstrate an understanding of how energy can be transformed, transferred, and conserved by:
SB3.1 (6) recognizing that most substances can exist as a solid, liquid, or gas depending on temperature.

**Student demonstrates an understanding of the concepts of life science by:**

SC2.1 (6) using a dichotomous key to classify animals and plants into groups using external and internal features.

SC3.2 (6) organizing a food web using familiar plants and animals.

**Student demonstrates an understanding that problem solving involves different ways of thinking by:**

SE2.2 (6) Comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem.

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**7TH GRADE:**

The student demonstrates an understanding of science as an inquiry based process by:

SA1.1 (5-8) asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating.

SA2.1 (7) identifying and evaluating the sources used to support scientific statements.

Students demonstrate an understanding of how energy can be transformed, transferred, and conserved by:

SB1.1 (7) using physical properties (i.e. density, boiling point, freezing point, conductivity) to differentiate among and/or separate materials (i.e. elements, compounds, and mixtures).

**Student demonstrates an understanding of the concepts of life science by:**

SC2.2 (7) identifying the seven levels of classification of organisms.

SC3.2 (7) classifying organisms within a food web as producers, consumers, or decomposers.

The student demonstrates an understanding that problem solving involves different ways of thinking by:

SE2.2 (7) Comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem.

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**8TH GRADE:**

The student demonstrates an understanding of science as an inquiry based process by:

SA1.1 (8) asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating.

Students demonstrate an understanding of how energy can be transformed, transferred, and conserved by:
SB1.1 (8) using physical and chemical properties (i.e. density, boiling point, freezing point, conductivity, flammability) to differentiate among and/or separate materials (i.e. elements, compounds, and mixtures).

**Student demonstrates an understanding of the concepts of life science by:**

SC2.1 (8) placing vertebrates into correct classes of taxonomy based on external, observable features.

SC3.1 (8) stating that energy flows and that matter cycles but is conserved within an ecosystem.

**Student demonstrates an understanding that problem solving involves different ways of thinking by:**

SE2.2 (8) Comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate and evaluate potential solutions to a question or problem.

**National Science Education Standards:**

**Content Standard A: Science & Inquiry**
- Abilities necessary to do scientific inquiry (5-8)
- Understanding about scientific inquiry (5-8)

**Content Standard B: Physical Sciences**
- Properties and changes of properties in matter (5-8)
- Transfer of Energy (5-8)

**Content Standard C: Life Sciences**
- Structure and function in living systems (5-8)
- Populations and ecosystems (5-8)

**Content Standard G: History and Nature of Science**
- Science as a human endeavor (5-8)