

## Introduction to Indiana's Academic Standards for Science – 2010

Indiana's Academic Standards for Science were last revised in 2000. This new document, Indiana's Academic Standards for Science – 2010, reflects the ever-changing science content and the underlying premise that science education should be an inquiry-based, hands-on experience. These standards were adopted by the Indiana State Board of Education in April, 2010, and will be implemented in the 2011-12 school year.

Indiana's Academic Standards for Science – 2010 reflect a few significant changes that are worth noting. Primarily, there are fewer standards and each grade level focuses on the big ideas for each of these sub-disciplines: physical science; earth science; life science; and science, technology and engineering. The overarching organization of the standards has also changed; they are divided into two sections: Process Standards and Content Standards, which are described in greater detail below.

### Process Standards

The Process Standards are the processes and skills that students are expected to learn and be able to do within the context of the science content. The separation of the Process Standards from the Content Standards is intentional; in doing so we want to make explicit the idea that what students are doing while they are learning science is extremely important. The Process Standards reflect the way in which students are learning and doing science and are designed to work in tandem with the science content, resulting in robust instructional practice.

The Process Standards are organized in the following grade bands: K-2, 3-5, 6-8. Within each grade band, the Process Standards address a particular topic or topics. Kindergarten introduces The Nature of Science, while grades 1 through 5, reflect two parts: The Nature of Science and The Design Process. In grades 6 through 8, Reading for Literacy in Science and Writing for Literacy in Science have been added to emphasize these processes in science. For high school, the Process Standards include Reading and Writing for Literacy in Science as well as The Nature of Science.

As noted in the previous paragraph, grades 6 through 8 and high school content courses will include Reading and Writing for Literacy in Science. It is important to note that these Process Standards emerged with the adoption of the Common Core State Standards in the area of Reading and Writing for Literacy in Science. The Literacy Standards establish that instruction in reading, writing, speaking, listening, and language is a shared responsibility. The Literacy Standards are predicated on teachers in the content areas using their unique disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards are meant to complement rather than supplant content standards in the disciplines.

Part of the motivation behind the disciplinary approach to literacy promulgated by the Literacy Standards is extensive research establishing the need for college- and career-ready students

to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content. Postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.

The Literacy Standards make clear that significant reading of informational texts should also take place outside ELA classrooms in order for students to be ready for college and careers. Future assessments will apply the sum of all the reading students do in a grade, not just their reading in the ELA context. The Literacy Standards demand that a great deal of reading should occur in all disciplines.

The Literacy Standards also cultivate the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. College and career readiness requires that writing focus significantly on writing to argue and to inform or explain.

The Literacy Standards use grade level bands to present the standards. Teachers teaching at the beginning of the grade band may need to provide scaffolding for students to be successful, where teachers teaching at the end of the grade band should expect students to demonstrate the standards independently.

## Content Standards

In grades 1 through 8, the Content Standards are organized in four distinct areas: 1) physical science; 2) earth science; 3) life science; and 4) science, technology and engineering. Kindergarten has only the first three areas: physical, earth and life science. In each of these areas there is at least one core standard, which serves as the big idea at that grade level for that content area. For the high school science courses, the content standards are organized around the core ideas in each particular course, which are represented by the core standard. The core standard is not meant to stand alone or be used as an individual standard, but instead is meant to help teachers organize their instruction around the “big ideas” in that content area and for grades K-8, at that particular grade level. Beneath each core standard are indicators which serve as the more detailed expectations within each of the content areas.

Finally, in the development of these revised science standards, careful attention was paid to how ideas are articulated across the grade levels so that content and skills that students will need to succeed in a particular sub-discipline are introduced in an appropriate manner in the early elementary grades and then progressed as students move towards high school.

## Grade 5

*Students in fifth grade study the relationship between weight and volume and the differences between weight and mass. They study the solar system and patterns in the sun-moon-earth system. Students study the roles and relationships of producers and consumers in an ecosystem. They investigate the human musculoskeletal system and how to design and build prototypes. Within this study students employ the key principles of the nature of science and the design process.*

## Process Standards

### **The Nature of Science**

Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, and communicating their findings. The following principles should guide student work and be integrated into the curriculum along with the content standards on a daily basis.

- Make predictions and formulate testable questions.
- Design a fair test.
- Plan and carry out investigations—often over a period of several lessons—as a class, in small groups or independently.
- Perform investigations using appropriate tools and technologies that will extend the senses.
- Use measurement skills and apply appropriate units when collecting data.
- Test predictions with multiple trials.
- Keep accurate records in a notebook during investigations and communicate findings to others using graphs, charts, maps and models through oral and written reports.
- Identify simple patterns in data and propose explanations to account for the patterns.
- Compare the results of an investigation with the prediction.

### **The Design Process:**

As citizens of the constructed world, students will participate in the design process. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems.

- Identify a need or problem to be solved.
- Brainstorm potential solutions.
- Document the design throughout the entire design process.
- Select a solution to the need or problem.
- Select the most appropriate materials to develop a solution that will meet the need.
- Create the solution through a prototype.
- Test and evaluate how well the solution meets the goal.
- Evaluate and test the design using measurement.

- Present evidence by using mathematical representations (e.g., graphs, data tables).
- Communicate the solution (including evidence) using mathematical representations (graphs, data tables), drawings or prototypes.
- Communicate how to improve the solution.

## Content Standards

### Standard 1: Physical Science

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**Core Standard:**

Describe the weight and volume and measure the weight and volume of various objects.  
(5.1.1, 5.1.2)

**Core Standard:**

Demonstrate that mass is conserved even when a substance has undergone a change in its state. (5.1.3, 5.1.4)

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- 5.1.1 Describe and measure the volume and weight of a sample of a given material.
- 5.1.2 Describe the difference between weight and mass. Understand that weight is dependent on gravity and mass is the amount of matter in a given substance or material.
- 5.1.3 Demonstrate that regardless of how parts of an object are assembled the weight of the whole object is identical to the sum of the weight of the parts; however, the volume can differ from the sum of the volumes.
- 5.1.4 Determine if matter has been added or lost by comparing weights when melting, freezing or dissolving a sample of a substance.

### Standard 2: Earth Science

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**Core Standard:**

Observe, describe and ask questions about patterns in the sun-moon-earth system.

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- 5.2.1 Recognize that our earth is part of the solar system in which the sun, an average star, is the central and largest body. Observe that our solar system includes the sun, moon, seven other planets and their moons, and many other smaller objects like asteroids and comets.
- 5.2.2 Observe and use pictures to record how the sun appears to move across the sky in the same general way every day but rises and sets in different places as the seasons change.

- 5.2.3 In monthly intervals, observe and draw the length and direction of shadows cast by the sun at several chosen times during the day. Use the recorded data as evidence to explain how those shadows were affected by the relative position of the earth and sun.
- 5.2.4 Use a calendar to record observations of the shape of the moon and the rising and setting times over the course of a month. Based on the observations, describe patterns in the moon cycle.

### **Standard 3: Life Science**

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#### ***Core Standard:***

Observe, describe and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.

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- 5.3.1 Observe and classify common Indiana organisms as producers, consumers, decomposers, predator and prey based on their relationships and interactions with other organisms in their ecosystem.
- 5.3.2 Investigate the action of different decomposers and compare their role in an ecosystem with that of producers and consumers.

### **Standard 4: Science, Engineering and Technology**

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#### ***Core Standard:***

Design a prototype that replaces a function of a human body part.

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- 5.4.1 Investigate technologies that mimic human or animal musculoskeletal systems in order to meet a need.
- 5.4.2 Investigate the purpose of prototypes and models when designing a solution to a problem and how limitations in cost and design features might affect their construction.
- 5.4.3 Design solutions to problems in the context of musculoskeletal body systems. Using suitable tools, techniques and materials, draw or build a prototype or model of a proposed design.