

Science and Engineering Process Standards (SEPS)	
SEPS.1 Posing questions (for science) and defining problems (for engineering)	A practice of science is posing and refining questions that lead to descriptions and explanations of how the natural and designed world(s) work and these questions can be scientifically tested. Engineering questions clarify problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.
SEPS.2 Developing and using models and tools	<p>A practice of both science and engineering is to use and construct conceptual models that illustrate ideas and explanations. Models are used to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Measurements and observations are used to revise and improve models and designs. Models include, but are not limited to: diagrams, drawings, physical replicas, mathematical representations, analogies, and other technological models.</p> <p>Another practice of both science and engineering is to identify and correctly use tools to construct, obtain, and evaluate questions and problems. Utilize appropriate tools while identifying their limitations. Tools include, but are not limited to: pencil and paper, models, ruler, a protractor, a calculator, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools.</p>
SEPS.3 Constructing and performing investigations	Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Constructing investigations systematically encompasses identified variables and parameters generating quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.
SEPS.4 Analyzing and interpreting data	Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions; possible questions may be, but are not limited to: "Does this make sense?" "Could my results be duplicated?" and/or "Does the design solve the problem with the given constraints?"

<p>SEPS.5 Using mathematics and computational thinking</p>	<p>In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>
<p>SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)</p>	<p>Scientists and engineers use their results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.</p>
<p>SEPS.7 Engaging in argument from evidence</p>	<p>Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.</p>
<p>SEPS.8 Obtaining, evaluating, and communicating information</p>	<p>Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.</p>

Indiana Biology Standards	
Standard 1: Cellular Structure and Function	B.1.1 Compare and contrast the shape and function of the essential biological macromolecules (i.e. carbohydrates, lipids, proteins, and nucleic acids), as well as, how chemical elements (i.e. carbon, hydrogen, oxygen, nitrogen, phosphorus, and sulfur) can combine to form these biomolecules.
	B.1.2 Analyze how the shape of a molecule determines its role in the many different types of cellular processes (e.g., metabolism, homeostasis, growth and development, and heredity) and understand that the majority of these processes involve proteins that act as enzymes.
	B.1.3 Develop and use models that illustrate how a cell membrane regulates the uptake of materials essential for growth and survival while removing or preventing harmful waste materials from accumulating through the processes of active and passive transport.
	B.1.4 Develop and use models to illustrate how specialized structures within cells (i.e. nuclei, ribosomes, Golgi, endoplasmic reticulum) interact to produce, modify, and transport proteins.
	B.1.5 Develop and use a model to illustrate the hierarchical organization of interacting systems (cell, tissue, organ, organ system) that provide specific functions within multicellular organisms.
Standard 2: Matter Cycles and Energy Transfer	B.2.1 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
	B.2.2 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
	B.2.3 Use mathematical and/or computational representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
	B.2.4 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Standard 3: Interdependence	B.3.1 Use mathematical and/or computational representation to explain why the carrying capacity ecosystems can support is limited by the available energy, water, oxygen, and minerals and by the ability of ecosystems to recycle the remains of dead organisms.
	B.3.2 Design, evaluate, and refine a model which shows how human activities and natural phenomena can change the flow of matter and energy in an ecosystem and how those changes impact the environment and biodiversity of populations in ecosystems of different scales, as well as, how these human impacts can be reduced.
	B.3.3 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, and identify the impact of changing conditions or introducing non-native species into that ecosystem.

Standard 4: Inheritance and Variation in Traits	B.4.1 Develop and revise a model that clarifies the relationship between DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
	B.4.2 Construct an explanation for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
	B.4.3 Construct a model to explain that the unique shape and function of each protein is determined by the sequence of its amino acids, and thus is determined by the sequence of the DNA that codes for this protein.
	B.4.4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
	B.4.5 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and (3) mutations caused by environmental factors.
	B.4.6 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Standard 5: Evolution	B.5.1 Evaluate anatomical and molecular evidence to provide an explanation of how organisms are classified and named based on their evolutionary relationships into taxonomic categories.
	B.5.2 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence including both anatomical and molecular evidence.
	B.5.3 Apply concepts of statistics and probability to support a claim that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
	B.5.4 Evaluate evidence to explain the role of natural selection as an evolutionary mechanism that leads to the adaptation of species, and to support claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and/or (3) the extinction of other species.
	B.5.5 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
	B.5.6 Analyze and interpret data for patterns in the fossil record and molecular data that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

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Indiana Chemistry Standards	
Standard 1: Properties and States of Matter	C.1.1 Differentiate between pure substances and mixtures based on physical and chemical properties.
	C.1.2 Use chemical properties, extensive, and intensive physical properties to identify substances.
	C.1.3 Recognize observable macroscopic indicators of chemical changes.
	C.1.4 Describe physical and chemical changes at the particle level.
	C.1.5 Describe the characteristics of solids, liquids, and gases and changes in state at the macroscopic and microscopic levels.
	C.1.6 Demonstrate an understanding of the law of conservation of mass through the use of particle diagrams and mathematical models.
	C.1.7 Perform calculations involving density and distinguish among materials based on densities.

Standard 2: Atomic Structure and the Periodic Table	C.2.1 Using available experimental data, explain how and why models of atomic structure have changed over time.
	C.2.2 Determine the number of protons, neutrons, and electrons in isotopes and calculate the average atomic mass from isotopic abundance data.
	C.2.3 Write the full and noble gas electron configuration of an element, determine its valence electrons, and relate this to its position on the periodic table.
	C.2.4 Use the periodic table as a model to predict the relative properties of elements based on the pattern of valence electrons and periodic trends.
	C.2.5 Compare and contrast nuclear reactions with chemical reactions.
	C.2.6 Describe nuclear changes in matter, including fission, fusion, transmutations, and decays.
	C.2.7 Perform half-life calculations when given the appropriate information about the isotope.

Standard 3: Bonding and Molecular Structure	C.3.1 Investigate the observable characteristics of elements, ionic, and covalent compounds.
	C.3.2 Compare and contrast how ionic and covalent compounds form.
	C.3.3 Draw structural formulas for simple molecules and determine their molecular shape.
	C.3.4 Write chemical formulas for ionic compounds and covalent compounds given their names and vice versa.
	C.3.5 Use laboratory observations and data to compare and contrast ionic, covalent, network, metallic, polar, and non-polar substances with respect to constituent particles, strength of bonds, melting, and boiling points and conductivity; provide examples of each type.
	C.3.6 Use structural formulas of hydrocarbons to illustrate carbon's ability to form single and multiple bonds within a molecule.

Standard 4: Reactions and Stoichiometry	C.4.1 Describe, classify, and give examples of various kinds of reactions: synthesis (i.e., combination), decomposition, single displacement, double displacement, acid/base, and combustion.
	C.4.2 Predict products of simple reactions as listed in C.4.1.
	C.4.3 Balance chemical equations and use the law of conservation of mass to explain why this must be true.
	C.4.4 Apply the mole concept to determine the mass, moles, number of particles, or volume of a gas at STP, in any given sample, for an element or compound.
	C.4.5 Use a balanced chemical equation to calculate the quantities of reactants needed and products made in a chemical reaction that goes to completion.
	C.4.6 Perform calculations to determine the composition of a compound or mixture when given the necessary information.
	C.4.7 Apply lab data to determine the empirical and molecular formula of a compound.

Standard 5: Behavior of Gases	C.5.1 Use the kinetic molecular theory with the combined and ideal gas laws to explain changes in volume, pressure, moles, and temperature of a gas.
	C.5.2 Apply the ideal gas equation ($PV = nRT$) to calculate the change in one variable when another variable is changed and the others are held constant.
	C.5.3 Use lab data and a balanced chemical equation to calculate volume of a gas at STP and non STP conditions, assuming that the reaction goes to completion and the ideal gas law holds.

Standard 6: Thermochemistry	C.6.1 Explain that atoms and molecules are in constant motion and that this motion increases as thermal energy increases.
	C.6.2 Distinguish between the concepts of temperature and heat flow in macroscopic and microscopic terms.
	C.6.3 Classify chemical reactions and phase changes as exothermic or endothermic based on enthalpy values. Use a graphical representation to illustrate the energy changes involved.
	C.6.4 Perform calculations involving heat flow, temperature changes, and phase changes by using known values of specific heat, phase change constants, or both.

Standard 7: Solutions	C.7.1 Describe the composition and properties of solutions.
	C.7.2 Explain how temperature, pressure, and polarity of the solvent affect the solubility of a solute.
	C.7.3 Describe the concentration of solutes in a solution in terms of molarity. Perform calculations using molarity, mass, and volume. Prepare a sample of given molarity provided a known solute.

Standard 8: Acids and Bases	C.8.1 Classify solutions as acids or bases and describe their characteristic properties.
	C.8.2 Compare and contrast the strength of acids and bases in solutions.
	C.8.3 Given the hydronium ion and/or the hydroxide ion concentration, calculate the pH and/or the pOH of a solution. Explain the meanings of these values.

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Indiana Earth and Space Science	
Standard 1: The Universe	ES.1.1 Construct an explanation detailing how space can be studied by observing all frequencies of the electromagnetic radiation with differentiated telescopes and observational tools.
	ES.1.2 Describe the expanding universe theory, also known as the "Big Bang Theory," based on observed astronomical evidence including: The Doppler Effect, red shift, Hubble's Law, and the cosmic microwave background.
	ES.1.3 Create a diagram, flowchart, or written explanation that details the cooling of energy into protons and early elements, and early elements into superstars and galaxies. Explain the role of gravitational attraction in the formation of stars and galaxies from clouds of these early elements.
	ES.1.4 Differentiate between the life cycles of stars of different masses found on the Hertzsprung-Russell Diagram. Differentiate between low, medium (including our sun), and high mass stars by what elements can be produced, and therefore whether or not they can achieve red giant phase or go supernova.
	ES.1.5 Illustrate the hierarchical relationship and scales of stars, planetary systems including multiple-star systems, star clusters, galaxies, and galactic groups in the universe.
Standard 2: The Solar System	ES.2.1 Construct a flowchart with diagrams and descriptions outlining the nebular theory of solar system formation. Include the formation of one or more stars, planetesimals, protoplanets, Jovian and terrestrial planets, and other objects including satellites and small bodies.
	ES.2.2 Describe the characteristics of the various kinds of objects in the solar system including planets, satellites, comets, asteroids, and protoplanets. Recognize that planets have been identified orbiting stars other than the sun, or exist outside of solar systems orbiting no sun at all. Describe the organization of our solar system including terrestrial and Jovian planets, asteroid belts, and the Oort Cloud.
	ES.2.3 Develop a model illustrating the layers and life span of the sun. Explain how nuclear fusion in the core produces elements and energy, which are both retained through convection and released to space, including Earth, through radiation. Additionally, elements heavier than iron cannot form in stars, and form only as a result of supernovae.
	ES.2.4 Use mathematical and/or computational representations to demonstrate the motions of the various kinds of objects in our solar system including planets, satellites, comets, and asteroids. Explain that Kepler's Laws determine the orbits of those objects and know that Kepler's Laws are a direct consequence of Newton's Law of Universal Gravitation together with his laws of motion.

	<p>ES.2.5 Explain how scientific theory changes over time with the introduction of new information and observational data. Use works from ancient Greeks such as Ptolemy, and other astronomers including Copernicus, Brahe, Kepler, and Galileo to demonstrate the effect of observational data and scientific discussion on our understanding of the mechanics and motion of our solar system.</p>
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Standard 3: Earth Cycles and Systems	<p>ES.3.1 Create flowcharts that show the exchange of carbon and oxygen between the lithosphere, hydrosphere, biosphere, and atmosphere, including carbon dioxide and methane. Explain how human activities such as farming and industry, temperature change in oceans, and natural processes such as volcanic eruptions can speed or slow the cycling from reservoirs within the solid earth and oceans into the atmosphere.</p>
	<p>ES.3.2 Create diagrams and flowcharts that show the cycling between the lithosphere, hydrosphere, biosphere, and atmosphere for nitrogen. Complete the same for phosphorus, excluding the atmosphere. Explain how human activities can alter the amounts of both phosphorus and nitrogen between these layers.</p>
	<p>ES.3.3 Analyze and explain how events on one side of the world can alter temperature and precipitation around the globe. Analyze and explain the possible effects of natural and human-driven processes on our atmosphere and climate.</p>
	<p>ES.3.4 Evaluate the use of sustainable versus nonrenewable resources. Explain the consequences of overuse and continued increased consumption of limited resources. Analyze and evaluate the benefits of researching, designing, and developing sustainable resources for private use and industry.</p>

Standard 4: The Atmosphere and Hydrosphere	<p>ES.4.1 Create a model that shows the composition, distribution, and circulation of gases in Earth's atmosphere. Show how carbon and oxygen cycles affect the composition through gas exchange with organisms, oceans, the solid earth, and industry.</p>
	<p>ES.4.2 Create models to demonstrate the circulation, retention, and reflection of heat in regards to the atmosphere, solid land, and bodies of water including lakes and oceans. Demonstrate the effects of cities, various terrain, cloud cover, sea ice, and open water on albedo. Examine local and global heat exchanges, including land & sea breezes, lake effects, urban heat islands, and thermohaline circulation.</p>
	<p>ES.4.3 Create a presentation that demonstrates the process of the water cycle on both local and global scales. Illustrate the process of water cycling both from the solid earth to the atmosphere and around the solid earth. Examine the interaction of ground water, surface water, and ocean circulation. Illustrate the effects of human activity on water systems.</p>

	ES.4.4 Create a model to demonstrate how the Coriolis Effect influences the global circulation of the atmosphere. Explain how changes in the circulation of the atmosphere and oceans can create events such as El Niño and La Niña.
	ES.4.5 Chart and explain the changes in weather as it relates to humidity, air pressure, and temperature. Explain how these factors result in local wind patterns and cloud cover. Explain the origin, life cycle, and behavior of weather systems, especially severe weather. Create an emergency plan for severe storms, both summer and winter.
	ES.4.6 Differentiate between weather and climate. Examine long term, natural climate change and periods of glaciation as influenced by Milankovitch Cycles due to the gravity of other solar system bodies (obliquity and precession of axis and eccentricity of orbit). Explain how these are different from any short term (less than thousands of years) changes to climate.
	ES.4.7 Create diagrams or models to demonstrate the effect of the gravitational pull of the sun and moon on Earth's oceans. Explain the difference between daily (high and low) tides and monthly (spring and neap) tides. Explain how monthly tides relate to the revolution of the moon, and therefore, its phases.

Standard 5: The Solid Earth	ES.5.1 Construct a lab to analyze minerals based on their physical and chemical properties. Explain how rocks may contain many minerals, one mineral, or no minerals, and minerals can be made of either single elements (such as gold) or compounds (such as silicates).
	ES.5.2 Create a rock cycle flowchart or diagram that demonstrates the processes involved in the formation, breakdown, and reformation of igneous, sedimentary, and metamorphic rock. Show how each type can melt and reform igneous rock, undergo the various metamorphic processes, and undergo physical and chemical weathering to form sedimentary rock.
	ES.5.3 Construct a model that demonstrates the difference between weathering, erosion, transportation of material, deposition, and new soil and sedimentary rock formation. Differentiate between types of physical and chemical weathering.
	ES.5.4 Differentiate between relative and absolute geological time. Detail how sedimentary rock can be dated based on relative-age dating and positioning, while fossils and igneous formations can be radiometrically dated. Differentiate between radiocarbon dating used for organic materials and other types of radiometric dating for inorganic rock formation.
	ES.5.5 Create a timeline detailing the processes that have occurred in Indiana to create mostly sedimentary bedrock. Explain how changing sea levels, climate, and glaciation have shaped Indiana geology.

	<p>ES.5.6 Create models or diagrams to show how plate movement and sea level changes have changed continental land masses over time. Include the creation and destruction of inland seas, sedimentary rock formations including evaporites and biochemical formations, and the shaping and destruction of surface features.</p>
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Standard 6: Earth Processes	<p>ES.6.1 Construct a diagram or model that identifies and describes the physical and chemical properties of the crust, mantle, outer core, and inner core of Earth.</p>
	<p>ES.6.2 Explain how Earth's fluid outer core creates the magnetosphere and how this helps protect both humans and technology (such as satellites) from solar winds.</p>
	<p>ES.6.3 Construct a diagram and explanation showing the convection of Earth's mantle and its impact on the movements of tectonic plates. Explain how the decay of radioactive isotopes and residual energy from Earth's original formation provide the heat to fuel this convective process, which, along with ridge push and slab pull, drive the movements of tectonic plates.</p>
	<p>E.S.6.4 Create a timeline to show the development of modern tectonic plate theory. Identify and explain how the evidence from the theory of continental drift, seafloor spreading, and paleomagnetism built upon each other to support tectonic plate theory.</p>
	<p>E.S.6.5 Create models that demonstrate different types of orogeny resulting from plate tectonics. Show how the interactions between oceanic and continental plates create different geological features (such as volcanic island arcs or high altitude plateaus) depending on what types of plates are involved in the motions along different plate boundaries.</p>
	<p>E.S.6.6 Create models and differentiate between shield, composite, and cinder cone volcanoes. Explain how volcanoes form, how the chemical composition of lava affects the type of volcanoes formed, and how the location (such as hot spots or along continental or oceanic margins) can affect the types of magma present.</p>
	<p>E.S.6.7 Use models, diagrams, and captions to explain how tectonic motion creates earthquakes and tsunamis. Using resources such as indianamap.org, analyze how close the school is to known faults and liquefaction potential. Differentiate between intraplate fault zones such as the Wabash Valley Fault System and the more commonly discussed faults along tectonic margins.</p>
	<p>E.S.6.8 Create an action plan detailing what to do in an emergency if an earthquake occurred near the school or home. Detail what should be kept in an earthquake preparation kit, how to prepare homes for earthquake safety, and what actions should be taken during and after an earthquake to ensure personal safety.</p>

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SEPS.3 Constructing and performing investigations	Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Constructing investigations systematically encompasses identified variables and parameters generating quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.
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SEPS.4 Analyzing and interpreting data	Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions; possible questions may be, but are not limited to: “Does this make sense?” "Could my results be duplicated?" and/or “Does the design solve the problem with the given constraints?”
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<p>SEPS.5 Using mathematics and computational thinking</p>	<p>In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>
<p>SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)</p>	<p>Scientists and engineers use their results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.</p>
<p>SEPS.7 Engaging in argument from evidence</p>	<p>Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.</p>
<p>SEPS.8 Obtaining, evaluating, and communicating information</p>	<p>Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.</p>

Indiana Environmental Science	
Standard 1: Environmental Systems	Env.1.1 Understand and explain that ecosystems have cyclic fluctuations, such as seasonal changes or changes in population, as a result of migration, birth, and mortality.
	Env.1.2 Understand and explain that human beings are part of Earth’s ecosystems and give examples of how human activities can, deliberately or inadvertently, alter ecosystems.
	Env.1.3 Recognize and describe the difference between systems in equilibrium and systems in disequilibrium. Describe how steady state is achieved through negative and positive feedback loops.
	Env.1.4 Diagram the cycling of carbon, nitrogen, phosphorus, and water and describe the human impacts on each.
	Env.1.5 Identify and measure biological, chemical, and physical (abiotic and biotic) factors within an ecosystem.
	Env.1.6 Describe the difference between weather and climate. Locate, identify, and describe the major Earth biomes. Explain how biomes are determined by climate (temperature and precipitation patterns) that support specific kinds of plants.
	Env.1.7 Identify tools and technologies used to adapt and alter environments and natural resources in order to meet human physical and cultural needs.

Standard 2: Flow of Matter and Energy	Env.2.1 Describe how matter cycles through sources and sinks and how energy is transferred. Explain how matter and energy move between and within components of an environmental system.
	Env.2.2 Identify the different forms of energy and understand that energy may be converted from one form to another, but cannot be created or destroyed.
	Env.2.3 Recognize and explain that the amount of life any environment can support is limited by the available energy, water, oxygen, nutrients and minerals, and by the ability of ecosystems to recycle organic materials from the remains of dead organisms.
	Env.2.4 Recognize and describe the different sources of energy, including fossil fuels, nuclear, and alternative sources of energy provided by water, wind, geothermal, biomass/biofuels, and the sun.
	Env.2.5 Give examples of the various forms and uses of fossil fuels and nuclear energy in our society.

	<p>Env.2.6 Understand and describe how layers of energy-rich organic material have been gradually turned into great coal beds and oil pools by the pressure of the overlying earth. Recognize that by burning these fossil fuels, people are passing stored energy back into the environment as heat and releasing large amounts of matter such as carbon dioxide and other air pollutants.</p>
	<p>Env.2.7 Differentiate between renewable and nonrenewable resources, and compare and contrast the pros and cons of using nonrenewable resources.</p>
	<p>Env.2.8 Cite examples of how all fuels, renewable and nonrenewable, have advantages and disadvantages that society must question when considering the trade-offs among them, such as how energy use contributes to the rising standard of living in the industrially developing nations. However, explain that this energy use also leads to more rapid depletion of Earth’s energy resources and to environmental risks associated with the use of fossil and nuclear fuels.</p>
	<p>Env.2.9 Describe how decisions to slow the depletion of energy sources through efficient technologies can be made at many levels, from personal to national, and these technologies involve trade-offs of economic costs and social values.</p>
	<p>Env.2.10 Understand and describe how nuclear reactions release energy without the combustion products of burning fuels, but that the radioactivity of fuels and by-products poses other risks which may last for thousands of years. Understand and assess the uses of nuclear fission and fusion, including the implications for society.</p>
	<p>Env.2.11 Recognize and describe the role of natural resources in providing the raw materials for an industrial society.</p>

Standard 3: Natural Disasters	<p>Env.3.1 Identify and describe geomorphic processes controlled by tectonics (i.e. volcanic activity, uplift, and shaping of landforms).</p>
	<p>Env.3.2 Identify and describe tornado formation with the use of a weather map.</p>
	<p>Env.3.3 Read and describe a weather map in terms of pressure systems, fronts, and changing weather patterns.</p>
	<p>Env.3.4 Identify natural Earth hazards, such as earthquakes and hurricanes, and identify the regions in which they occur as well as the short-term and long-term effects on the environment and on people.</p>

Standard 4: Environmental Policy	Env.4.1 Explain environmental policies/organizations (Clean Water Act, Clean Air Act, Endangered Species Act, Species Survival Plan, Resource Conservation and Recovery Act, Department of Energy, and the World Health Organization) and identify their impact.
	Env.4.2 Understand that environmental policies/decisions have negative and positive impacts on people, societies, and the environment.

Standard 5: Biodiversity	Env.5.1 Explain how variation within a species increases the chances of survival of the species under changing environmental conditions.
	Env.5.2 Explain how the great diversity of species increases the chance that at least some living organisms will survive in the event of major global changes.
	Env.5.3 Explain genetic engineering and identify implications on the environment and society.
	Env.5.4 Describe, provide examples, and contrast GMO products, organic products, and conventional products. Describe and explain the environmental concerns associated with GMOs.
	Env.5.5 Identify the indirect and direct threats to biodiversity (e.g. habitat loss and destruction, invasion by exotic species, commercial over fishing and hunting, pollution, climate change, and bioaccumulation and biomagnification of toxins).
	Env.5.6 Identify and explain the three levels of biodiversity: genetic, species, and ecosystem.

Standard 6: Population	Env.6.1 Demonstrate, calculate, and explain how factors such as birth rate, death rate, and migration rate determine growth rates of populations.
	Env.6.2 Explain how the size and rate of growth of the human population in any location is affected by economic, political, religious, technological, and environmental (resource availability) factors.
	Env.6.3 Describe and give examples about how the decisions of one generation both provide and limit the range of possibilities open to the next generation.
	Env.6.4 Explain how the carrying capacity of an ecosystem may change as availability of resources changes.

Standard 7: Pollution	Env.7.1 Explain the factors that influence weather and climate, the action of gravitational forces, and the rotation of the Earth.
	Env.7.2 Describe how weather can be influenced by global climatic patterns, such as El Niño and La Niña.
	Env.7.3 Identify evidence, consequences, and prevention for climate change produced by anthropogenic sources.
	Env.7.4 Differentiate between natural pollution and pollution caused by humans.
	Env.7.5 Compare and contrast the effects of environmental stressors (i.e. herbicides, pesticides) on plants and animals. Give examples of secondary effects on other environmental components.
	Env.7.6 Explain what common household toxins are, what to do in an emergency, and how to properly dispose.
	Env.7.7 Identify and describe the major air pollutants and their sources and impacts on the environment and human health.
	Env.7.8 Understand and explain how the burning of fossil fuels releases energy, waste heat, and matter (air pollutants).
	Env.7.9 Describe and explain the product life cycle and waste stream and its implications to waste management. Explain the difference between reduce, reuse, and recycle.

Standard 8: Natural and Anthropogenic Resource Cycles	Env.8.1 Demonstrate a knowledge of the distribution of natural resources in the U.S. and the world, and explain how natural resources influence relationships among nations.
	Env.8.2 Understand and describe the concept of integrated natural resource management and the values of managing natural resources as an ecological unit.
	Env.8.3 Recognize and explain that in evolutionary change, the present arises from the materials of the past and in ways that can be explained, such as the formation of soil from rocks and dead organic matter.
	Env.8.4 Describe how agricultural technology requires trade-offs between increased production and environmental harm and between efficient production and social values.
	Env.8.5 Describe and examine how water is controlled in developed and undeveloped nations.

	<p>Env.8.6 Understand and describe the concept and the importance of natural and human recycling in conserving our natural resources.</p>
	<p>Env.8.7 Understand and explain that waste management includes considerations of quantity, safety, degradability, and cost. Also understand that waste management requires social and technological innovations because waste-disposal problems are political and economic as well as technical.</p>

Science and Engineering Process Standards	
SEPS.1 Posing questions (for science) and defining problems (for engineering)	A practice of science is posing and refining questions that lead to descriptions and explanations of how the natural and designed world(s) work and these questions can be scientifically tested. Engineering questions clarify problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.
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Indiana Integrated Chemistry and Physics

Standards 1: Constant Velocity	ICP.1.1 Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and position of an object moving at a constant velocity and apply those representations to qualitatively and quantitatively describe the motion of an object.
	ICP.1.2 Describe the slope of the graphical representation of position vs. clock reading (time) in terms of the velocity of the object moving in one dimension.
	ICP.1.3 Distinguish between the terms “distance” and “displacement,” and determine the value of either given a graphical or mathematical representation of position vs. clock reading (time).
	ICP.1.4 Distinguish between the terms “speed,” “velocity,” “average speed,” and “average velocity” and determine the value of any of these measurements given either a graphical or mathematical representation.
Standard 2: Uniform Acceleration	ICP.2.1 Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and velocity of an object moving at a constant acceleration and apply those representations to qualitatively and quantitatively describe the motion of an object in terms of its change in position or velocity.
	ICP.2.2 Describe the differences between average velocity and instantaneous velocity and be able to determine either quantity given a graph of position vs clock reading (time).
	ICP.2.3 For an object thrown vertically, qualitatively describe or quantitatively determine the velocity and acceleration at various positions during its motion.

Standard 3: Newton's Laws of Motion (One Dimension)	ICP.3.1 Develop pictorial and graphical representations which show that a single external applied force changes the velocity of an object, and that when no force acts, the velocity of an object remains constant.
	ICP.3.2 Construct force diagrams and combine forces to determine the equivalent single net force acting on the object when more than one force is acting on the object.
	ICP.3.3 Distinguish between forces acting on a body and forces exerted by the body. Categorize forces as contact forces, friction, or action at a distance (field) forces.
	ICP.3.4 Develop pictorial and graphical representations which show that a non-zero net force on an object results in an acceleration of the object and that the acceleration of an object of constant mass is proportional to the total force acting on it, and inversely proportional to its mass for a constant applied total force.
	ICP.3.5 Qualitatively describe and quantitatively determine the magnitude and direction of forces from observing the motion of an object of known mass.
	ICP.3.6 Qualitatively describe and quantitatively determine the acceleration of an object of known mass from observing the forces acting on that object.
	ICP.3.7 Develop pictorial and graphical representations which show that when two objects interact, the forces occur in pairs according to Newton's third law and that the change in motion of each object is dependent on the mass of each object.

Standard 4: Energy	ICP.4.1 Define energy as a quantity that can be represented as being within a system that is distinct from the remainder of the universe and is measured in Joules.
	ICP.4.2 Identify forms of energy present in a system (kinetic, gravitational, elastic, etc.), and pictorially represent the distribution of energies, such as using pie or bar charts.
	ICP.4.3 Understand and explain that the total energy in a closed system is conserved.
	ICP.4.4 Qualitatively and quantitatively analyze various scenarios to describe how energy may be transferred into or out of a system by doing work through an external force or adding or removing heat.

Standard 5: Particle Theory of Matter	ICP.5.1 Develop pictorial representations which show that matter is made of particles.
	ICP.5.2 Describe the assumptions used to develop the kinetic theory of gasses.
	ICP.5.3 At the particle level, describe the relationship between temperature and the average kinetic energy of particles in the system and describe how a thermometer measures the temperature of a system.
	ICP.5.4 Distinguish “temperature” from “thermal energy,” compare and contrast the Fahrenheit, Celsius, and Kelvin temperature scales, and convert temperatures between them.
	ICP.5.5 Evaluate graphical or pictorial representations that describe the relationship among the volume, temperature, and number of molecules and the pressure exerted by the system to qualitatively and quantitatively describe how changing any of those variables affects the others.
	ICP.5.6 Describe and demonstrate how the kinetic theory can be extended to describe the properties of liquids and solids by introducing attractive forces between the particles.
	ICP.5.7 Analyze a heating / cooling curve to describe how adding or removing thermal energy from a system changes the temperature or state of an object and be able to identify the melting and freezing temperatures of the system.
	ICP.5.8 Collect and use experimental data to determine the number of items in a sample without actually counting them and qualitatively relate this to Avogadro's hypothesis.

Standard 6: Describing Substances	ICP.6.1 Distinguish between elements, mixtures, and compounds based on their composition and bonds and be able to construct or sketch particle models to represent them.
	ICP.6.2 Develop graphical and mathematical representations to show that mixtures can be made in any proportion and separated based on the properties of the components of the mixture and apply those representations to quantitatively determine the ratio of components.
	ICP.6.3 Cite the evidence that supports the idea that some pure substances are combined of elements in a definite ratio, as for example seen in electrolysis of water.
	ICP.6.4 Given the periodic table, determine the atomic mass, atomic number, and charges for any element.

	ICP.6.5 Given a periodic table, understand and describe the significance of column location for the elements by calculation of molar ratios of known compounds.
	ICP.6.6 Develop graphical and mathematical representations that describe the relationship between volume and mass of an object, describe the slope in terms of the object's density, and apply those representations to qualitatively and quantitatively determine the mass or volume of any object.
	ICP.6.7 Describe how both density and molecular structure are applicable in distinguishing the properties of gases from those of liquids and solids.

Standard 7: Representing Chemical Change	ICP.7.1 Pictorially or mathematically represent chemical changes using particle diagrams and chemical equations.
	ICP.7.2 Demonstrate the Law of Conservation of Matter in terms of atoms and mass of substances by balancing equations.
	ICP.7.3 Differentiate the basic types of reactions, for example: synthesis, decomposition, combustion, single replacement, and double replacement.
	ICP.7.4 Using balanced equations and stoichiometric calculations, demonstrate the principle of Conservation of Matter in terms of atoms and mass.

Standard 8: Electricity and Magnetism	ICP.8.1 Describe electrical current in terms of the motion of electrons within a device and relate the rate of motion of the electrons to the amount of current measured.
	ICP.8.2 Describe the relationship among voltage, current, and resistance for an electrical system consisting of a single voltage source and a single device.
	ICP.8.3 Describe on a macroscopic scale how any distribution of magnetic materials (e.g. iron filings, ferrofluid, etc.) aligns with the magnetic field created by a simple magnet.

Standard 9: Waves	ICP.9.1 Develop qualitative particle models of mechanical waves and explain the relationship of the particles and their interactions in transverse and longitudinal waves, as well as, how waves appear in nature as in water waves and tsunamis, ground waves in earth quakes, and sound waves.
	ICP.9.2 Develop and apply a simple mathematical model regarding the relationship among frequency, wavelength, and speed of waves in a medium as well.
	ICP.9.3 Qualitatively describe the reflection and transmission of a mechanical wave at either a fixed or free boundary or interface.
	ICP.9.4 Describe how interacting waves produce different phenomena than singular waves in a medium (e.g. periodic changes in volume of sound or resonance).
	ICP.9.5 Describe and provide examples of how modern technologies use mechanical or electromagnetic waves and their interactions to transmit information.

Standard 10: Nuclear Energy	ICP.10.1 Describe and compare/contrast the atomic models suggested by Rutherford and Bohr.
	ICP.10.2 Describe the model of the atomic nucleus and explain how the nucleus stays together in spite of the repulsion between protons.
	ICP.10.3 Develop and apply simple qualitative models or sketches of the atomic nucleus that illustrate nuclear structures before and after undergoing fusion, fission, or radioactive decay.
	ICP.10.4 Distinguish between fusion, fission, and radioactivity and qualitatively compare the amount of energy released in these processes.
	ICP.10.5 Explain the potential applications and possible consequences as the result of nuclear processes such as the generation of energy at nuclear power plants, including the potential damage that radioactivity can cause to biological tissues.

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Indiana Physics I	
Standard 1: Constant Velocity	PI.1.1 Develop graphical, mathematical, and pictorial representations (e.g. a motion map) that describe the relationship between the clock reading (time) and position of an object moving at a uniform rate and apply those representations to qualitatively and quantitatively describe the motion of an object.
	PI.1.2 Describe the slope of the graphical representation of position vs. clock reading (time) in terms of the velocity of the object.
	PI.1.3 Rank the velocities of objects in a system based on the slope of a position vs. clock reading (time) graphical representation. Recognize that the magnitude of the slope representing a negative velocity can be greater than the magnitude of the slope representing a positive velocity.
	PI.1.4 Describe the differences between the terms “distance,” “displacement,” “speed,” “velocity,” “average speed,” and “average velocity” and be able to calculate any of those values given an object moving at a single constant velocity or with different constant velocities over a given time interval.

Standard 2: Constant Acceleration	PI.2.1 Develop graphical, mathematical, and pictorial representations (e.g. a motion map) that describe the relationship between the clock reading (time) and velocity of an object moving at a uniformly changing rate and apply those representations to qualitatively and quantitatively describe the motion of an object.
	PI.2.2 Describe the slope of the graphical representation of velocity vs. clock reading (time) in terms of the acceleration of the object.
	PI.2.3 Rank the accelerations of objects in a system based on the slope of a velocity vs. clock reading (time) graphical representation. Recognize that the magnitude of the slope representing a negative acceleration can be greater than the magnitude of the slope representing a positive acceleration.
	PI.2.4 Given a graphical representation of the position, velocity, or acceleration vs. clock reading (time), be able to identify or sketch the shape of the other two graphs.
	PI.2.5 Qualitatively and quantitatively apply the models of constant velocity and constant acceleration to determine the position or velocity of an object moving in free fall near the surface of the Earth.

Standards 3: Forces	PI.3.1 Understand Newton’s first law of motion and describe the motion of an object in the absence of a net external force according to Newton’s first law.
	PI.3.2 Develop graphical and mathematical representations that describe the relationship among the inertial mass of an object, the total force applied, and the acceleration of an object in one dimension where one or more forces is applied to the object and apply those representations to qualitatively and quantitatively describe how a net external force changes the motion of an object.
	PI.3.3 Construct force diagrams using appropriately labeled vectors with magnitude, direction, and units to qualitatively and quantitatively analyze a scenario and make claims (i.e. develop arguments, justify assertions) about forces exerted on an object by other objects for different types of forces or components of forces.
	PI.3.4 Understand Newton’s third law of motion and describe the interaction of two objects using Newton’s third law and the representation of action-reaction pairs of forces.
	PI.3.5 Develop graphical and mathematical representations that describe the relationship between the gravitational mass of an object and the force due to gravity and apply those representations to qualitatively and quantitatively describe how changing the gravitational mass will affect the force due to gravity acting on the object.
	PI.3.6 Describe the slope of the force due to gravity vs. gravitational mass graphical representation in terms of gravitational field.
	PI.3.7 Explain that the equivalence of the inertial and gravitational masses leads to the observation that acceleration in free fall is independent of an object’s mass.

Standard 4: Energy	PI.4.1 Evaluate the translational kinetic, gravitational potential, and elastic potential energies in simple situations using the mathematical definitions of these quantities and mathematically relate the initial and final values of the translational kinetic, gravitational potential, and elastic potential energies in the absence of a net external force.
	PI.4.2 Identify the forms of energy present in a scenario and recognize that the potential energy associated with a system of objects and is not stored in the object itself.
	PI.4.3 Conceptually define “work” as the process of transferring of energy into or out of a system when an object is moved under the application of an external force and operationally define “work” as the area under a force vs. change in position curve.
	PI.4.4 For a force exerted in one or two dimensions, mathematically determine the amount of work done on a system by an unbalanced force over a change in position in one dimension.
	PI.4.5 Understand and apply the principle of conservation of energy to determine the total mechanical energy stored in a closed system and mathematically show that the total mechanical energy of the system remains constant as long as no dissipative (i.e. non-conservative) forces are present.
	PI.4.6 Develop and apply pictorial, mathematical or graphical representations to qualitatively and quantitatively predict changes in the mechanical energy (e.g. translational kinetic, gravitational, or elastic potential) of a system due to changes in position or speed of objects or non-conservative interactions within the system.

Standard 5: Linear Momentum In One Dimension	PI.5.1 For an object moving at constant rate, define linear momentum as the product of an object’s mass and its velocity and be able to quantitatively determine the linear momentum of a single object.
	PI.5.2 Operationally define “impulse” as the area under a force vs. change in clock reading (time) curve and be able to determine the change in linear momentum of a system acted on by an external force. Predict the change in linear momentum of an object from the average force exerted on the object and time interval during which the force is exerted.
	PI.5.3 Demonstrate that when two objects interact through a collision or separation that both the force experienced by each object and change in linear momentum of each object are equal and opposite, and as the mass of an object increases, the change in velocity of that object decreases.

	PI.5.4 Determine the individual and total linear momentum for a two-body system before and after an interaction (e.g. collision or separation) between the two objects and show that the total linear momentum of the system remains constant when no external force is applied consistent with Newton’s third law.
	PI.5.5 Classify an interaction (e.g. collision or separation) between two objects as elastic or inelastic based on the change in linear kinetic energy of the system.
	PI.5.6 Mathematically determine the center of mass of a system consisting of two or more masses. Given a system with no external forces applied, show that the linear momentum of the center of mass remains constant during any interaction between the masses.

Standard 6: Simple Harmonic Oscillating Systems	PI.6.1 Develop graphical and mathematical representations that describe the relationship between the amount of stretch of a spring and the restoring force and apply those representations to qualitatively and quantitatively describe how changing the stretch or compression will affect the restoring force and vice versa, specifically for an ideal spring.
	PI.6.2 Describe the slope of the graphical representation of restoring force vs. change in length of an elastic material in terms of the elastic constant of the material, specifically for an ideal spring.
	PI.6.3 Develop graphical and mathematical representations which describe the relationship between the mass, elastic constant, and period of a simple horizontal mass-spring system and apply those representations to qualitatively and quantitatively describe how changing the mass or elastic constant will affect the period of the system for an ideal spring.
	PI.6.4 Develop graphical and mathematical representations which describe the relationship between the strength of gravity, length of string, and period of a simple mass-string (i.e. pendulum) system apply the those representations to qualitatively and quantitatively describe how changing the length of string or strength of gravity will affect the period of the system in the limit of small amplitudes.
	PI.6.5 Explain the limit in which the amplitude does not affect the period of a simple mass-spring (i.e. permanent deformation) or mass-string (i.e. pendulum, small angles) harmonic oscillating system.

Standard 7: Mechanical Waves and Sound	PI.7.1 Differentiate between transverse and longitudinal modes of oscillation for a mechanical wave traveling in one dimension.
	PI.7.2 Understand that a mechanical wave requires a medium to transfer energy, unlike an electromagnetic wave, and that only the energy is transferred by the mechanical wave, not the mass of the medium.
	PI.7.3 Develop graphical and mathematical representations that describe the relationship between the frequency of a mechanical wave and the wavelength of the wave and apply those representations to qualitatively and quantitatively describe how changing the frequency of a mechanical wave affects the wavelength and vice versa.
	PI.7.4 Describe the slope of the graphical representation of wavelength vs. the inverse of the frequency in terms of the speed of the mechanical wave.
	PI.7.5 Apply the mechanical wave model to sound waves and qualitatively and quantitatively determine how the relative motion of a source and observer affects the frequency of a wave as described by the Doppler Effect.
	PI.7.6 Qualitatively and quantitatively apply the principle of superposition to describe the interaction of two mechanical waves or pulses.
	PI.7.7 Qualitatively describe the phenomena of both resonance frequencies and beat frequencies that arise from the interference of sound waves of slightly different frequency and define the beat frequency as the difference between the frequencies of two individual sound wave sources.

Standard 8: Simple Circuit Analysis	PI.8.1 Develop graphical, mathematical, and pictorial representations that describe the relationship between length, cross-sectional area, and resistivity of an ohmic device and apply those representations to qualitatively and quantitatively describe how changing the composition, size, or shape of the device affect the resistance.
	PI.8.2 Describe the slope of the graphical representation of resistance vs. the ratio of length to cross-sectional area in terms of the resistivity of the material.
	PI.8.3 Develop graphical and mathematical representations that describe the relationship between the amount of current passing through an ohmic device and the amount of voltage (i.e. EMF) applied across the device according to Ohm's Law and apply those representations to qualitatively and quantitatively describe how changing the current affects the voltage and vice versa.
	PI.8.4 Describe the slope of the graphical representation of current vs. voltage or voltage vs. current in terms of the resistance of the device.

	<p>PI.8.5 Qualitatively and quantitatively describe how changing the voltage or resistance of a simple series (i.e. loop) circuit affects the voltage, current, and power measurements of individual resistive devices and for the entire circuit.</p>
	<p>PI.8.6 Qualitatively and quantitatively describe how changing the voltage or resistance of a simple parallel (i.e. ladder) circuit affects the voltage, current, and power measurements of individual resistive devices and for the entire circuit.</p>
	<p>PI.8.7 Apply conservation of energy concepts to the design of an experiment that will demonstrate the validity of Kirchhoff's loop rule ($\sum \Delta V = 0$) in a circuit with only a battery and resistors either in series or in, at most, one pair of parallel branches.</p>
	<p>PI.8.8 Apply conservation of electric charge (i.e. Kirchhoff's junction rule) to the comparison of electric current in various segments of an electrical circuit with a single battery and resistors in series and in, at most, one parallel branch and predict how those values would change if configurations of the circuit are changed.</p>
	<p>PI.8.9 Use a description or schematic diagram of an electrical circuit to calculate unknown values of current, voltage, or resistance in various components or branches of the circuit according to Ohm's Law, Kirchhoff's junction rule, and Kirchhoff's loop rule.</p>