

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Systems ~ SYSA**

**Content Standard**

Any system may be thought of as containing subsystems and as being a subsystem of a larger system.

**Performance Expectation**

- Given a system, identify subsystems and a larger encompassing system

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 05	Aligned with modifications (see comments)	Inquiry 5.1, SG pp 56-58; Reading: Why Does the Wind Blow?, SG pp 59-62	The lesson contains many opportunities to discuss systems and subsystems. Teacher must be intentional about use of the terms subsystem when referring to the convection tube before they are put together and then system when the convection tubes are connected.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Systems ~ SYSC**

**Content Standard**

The output of one system can become the input of another system.

**Performance Expectation**

- Give an example of how output of matter or energy from a system can become input for another system

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 04	Aligned with modifications (see comments)	Inquiry 4.2, SG pp 46-48; Student Sheet 4.1: Investigating the Temperature of Air, TG p 55	Teacher must be intentional about use of the terms system, input and output.
Lesson 05	Aligned with modifications (see comments)	Inquiry 5.1, SG pp 56-58	The unit/lesson contains many opportunities to discuss inputs and outputs when referring to the smoke entering the convection tube system.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Systems ~ SYSD**

**Content Standard** In an open system, matter flows into and out of the system. In a closed system, energy may flow into or out of the system, but matter stays within the system.

**Performance Expectation** • Given a description of a system, analyze and defend whether it is open or closed.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 04	Aligned with modifications (see comments)	Inquiry 4.2, SG pp 46-48; Student Sheet 4.1: Investigating the Temperature of Air, TG p 55	The teacher needs to be intentional about discussing the standard
Lesson 05	Aligned with modifications (see comments)	Inquiry 5.1, SG pp 56-58; Reading: Why Does the Wind Blow?, SG pp 59-61	Teacher must be intentional about use of the terms open system, closed system, and matter.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQA**

**Content Standard** Scientific inquiry involves asking and answering questions and comparing the answer with what scientists already know about the world.

**Performance Expectation** • Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned as designed	Inquiry 3.1, SG pp 28-30, Inquiry Master 3.1a: Plotting Soil and Water Data; Student Sheet 3.1a, TG p 42	
Lesson 08	Aligned as designed	Student Sheet 8.1c: Storms Assessment (Part C), TG pp 120-121	
Lesson 15	Aligned as designed	Inquiry 15.3, SG pp 179-181; Student Sheet 15.3a, TG pp 214-216	
Lesson 17	Aligned as designed	Inquiry Master 17.1a: Earthquakes Performance-Based Assessment (Part A) Earthquakes and Human Risk, TG p 239 and pp 249-251	The unit/lesson is an integral part of a learning progression. Students are asked to demonstrate conceptual understanding of standards in Lessons 10 -16.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQA**

**Content Standard** Scientific inquiry involves asking and answering questions and comparing the answer with what scientists already know about the world.

**Performance Expectation** • Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 20	<b>Aligned as designed</b>	Inquiry 20.1, SG pp 226-228; Inquiry Master Student Sheet 20.1 a and 20.1b, TG pp 290-291; Inquiry Master 20.1, TG p 289	
Lesson 22	<b>Aligned as designed</b>	Inquiry 22.1, SG pp 242-245; Student Sheet 22.1a, TG p 314	
Lesson 24	<b>Aligned as designed</b>	Inquiry 24.1, SG pp 266-269; Inquiry Master 24.1, TG p 339; Student Sheet 24.1a, TG p 340, Student Sheet 24.1b, TG p 341	
Lesson 25	<b>Aligned as designed</b>	Volcanoes Performance-Based Assessment (Part A), TG pp 348-350; Inquiry Master 25.1a, TG pp 366-368	The unit/lesson is an integral part of a learning progression. Students are asked to demonstrate conceptual understanding of standards in Lessons 18-24.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQB**

**Content Standard**

Different kinds of questions suggest different kinds of scientific investigations.

**Performance Expectation**

- Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked.
- Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis.
- Work collaboratively with other students to carry out the investigations.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned as designed	Inquiry 3.1, SG pp 28-30, Inquiry Master 3.1a: Plotting Soil and Water Data; Student Sheet 3.1a, TG p 42	
Lesson 04	Aligned as designed	Inquiry 4.2, SG pp 46-48; Student Sheet 4.1: Investigating the Temperature of Air, TG p 55	
Lesson 08	Aligned as designed	Student Sheet 8.1c: Storms Assessment (Part C), TG pp 120-121	
Lesson 12	Aligned as designed	Inquiry 12.1, SG pp 137-141	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQB**

**Content Standard**

Different kinds of questions suggest different kinds of scientific investigations.

**Performance Expectation**

- Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked.
- Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis.
- Work collaboratively with other students to carry out the investigations.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 15	<b>Aligned as designed</b>	Inquiry 15.3, SG pp 179-181; Student Sheet 15.3a, TG pp 214-216	
Lesson 17	<b>Aligned as designed</b>	Inquiry Master 17.1a: Earthquakes Performance-Based Assessment (Part A) Earthquakes and Human Risk, TG p 239 and pp 249-251	
Lesson 20	<b>Aligned as designed</b>	Inquiry 20.1, SG pp 226-228; Inquiry Master Student Sheet 20.1 a and 20.1b, TG pp 290-291; Inquiry Master 20.1, TG p 289	
Lesson 22	<b>Aligned as designed</b>	Inquiry 22.1, SG pp 242-245; Student Sheet 22.1a, TG p 314	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQB**

**Content Standard**

Different kinds of questions suggest different kinds of scientific investigations.

**Performance Expectation**

- Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked.
- Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis.
- Work collaboratively with other students to carry out the investigations.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 24	Aligned as designed	Inquiry 24.1, SG pp 266-269; Inquiry Master 24.1, TG p 339; Student Sheet 24.1a, TG p 340, Student Sheet 24.1b, TG p 341	
Lesson 25	Aligned as designed	Volcanoes Performance-Based Assessment (Part A), TG pp 348-350; Inquiry Master 25.1a, TG pp 366-368	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQC**

**Content Standard**

Collecting, analyzing, and displaying data are essential aspects of all investigations.

- Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative.

**Performance Expectation**

- Recognize and interpret patterns – as well as variations from previously learned or observed patterns – in data, diagrams, symbols, and words.
- Use statistical procedures (e.g., median, mean, or mode) to analyze data and make inferences about relationships.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned as designed	Inquiry 3.1, SG pp 28-30, Inquiry Master 3.1a: Plotting Soil and Water Data; Student Sheet 3.1a, TG p 42	
Lesson 03	Aligned as designed	Student Sheet 3.1b: Interpreting a Data Table, TG p 43	
Lesson 04	Aligned as designed	Inquiry 4.2, SG pp 46-48; Student Sheet 4.1: Investigating the Temperature of Air, TG p 55	
Lesson 06	Aligned as designed	Inquiry 6.3, SG p 75; Student Sheet 6.2, TG pp 79-81; Student Sheet 6.3, TG p 82	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQC**

**Content Standard**

Collecting, analyzing, and displaying data are essential aspects of all investigations.

- Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative.

**Performance Expectation**

- Recognize and interpret patterns – as well as variations from previously learned or observed patterns – in data, diagrams, symbols, and words.
- Use statistical procedures (e.g., median, mean, or mode) to analyze data and make inferences about relationships.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 08	Aligned as designed	Student Sheet 8.1c: Storms Assessment (Part C), TG pp 120-121	
Lesson 09	Aligned as designed	Getting Started, SG pp 103-104	
Lesson 12	Aligned as designed	Inquiry 12.1, SG pp 137-141	
Lesson 12	Aligned as designed	Inquiry 12.1, SG pp 137-141	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQC**

**Content Standard**

Collecting, analyzing, and displaying data are essential aspects of all investigations.

- Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative.

**Performance Expectation**

- Recognize and interpret patterns – as well as variations from previously learned or observed patterns – in data, diagrams, symbols, and words.
- Use statistical procedures (e.g., median, mean, or mode) to analyze data and make inferences about relationships.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 15	<b>Aligned as designed</b>	Inquiry 15.3, SG pp 179-181; Student Sheet 15.3a, TG pp 214-216	
Lesson 17	<b>Aligned as designed</b>	Inquiry Master 17.1a: Earthquakes Performance-Based Assessment (Part A) Earthquakes and Human Risk, TG p 239 and pp 249-251	
Lesson 20	<b>Aligned as designed</b>	Inquiry 20.1, SG pp 226-228; Inquiry Master Student Sheet 20.1 a and 20.1b, TG pp 290-291; Inquiry Master 20.1, TG p 289	
Lesson 22	<b>Aligned as designed</b>	Inquiry 22.1, SG pp 242-245; Student Sheet 22.1a, TG p 314	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQC**

**Content Standard**

Collecting, analyzing, and displaying data are essential aspects of all investigations.

- Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative.

**Performance Expectation**

- Recognize and interpret patterns – as well as variations from previously learned or observed patterns – in data, diagrams, symbols, and words.
- Use statistical procedures (e.g., median, mean, or mode) to analyze data and make inferences about relationships.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 24	Aligned as designed	Inquiry 24.1, SG pp 266-269; Inquiry Master 24.1, TG p 339; Student Sheet 24.1a, TG p 340, Student Sheet 24.1b, TG p 341	
Lesson 25	Aligned as designed	Volcanoes Performance-Based Assessment (Part A), TG pp 348-350; Inquiry Master 25.1a, TG pp 366-368	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQD**

**Content Standard**

For an experiment to be valid, all (controlled) variables must be kept the same whenever possible, except for the manipulated (independent) variable being tested and the responding (dependent) variable being measured and recorded. If a variable cannot be controlled, it must be reported and accounted for.

**Performance Expectation**

• Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables. Determine which variables should be kept the same (controlled), which (independent) variable should be systematically manipulated, and which responding (dependent) variable is to be measured and recorded. Report any variables not controlled and explain how they might affect results.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned as designed	Inquiry 3.1, SG pp 28-30, Inquiry Master 3.1a: Plotting Soil and Water Data; Student Sheet 3.1a, TG p 42	
Lesson 04	Aligned as designed	Inquiry 4.2, SG pp 46-48; Student Sheet 4.1: Investigating the Temperature of Air, TG p 55	
Lesson 08	Aligned as designed	Student Sheet 8.1c: Storms Assessment (Part C), TG pp 120-121	
Lesson 12	Aligned as designed	Inquiry 12.1, SG pp 137-141	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQD**

**Content Standard**

For an experiment to be valid, all (controlled) variables must be kept the same whenever possible, except for the manipulated (independent) variable being tested and the responding (dependent) variable being measured and recorded. If a variable cannot be controlled, it must be reported and accounted for.

**Performance Expectation**

• Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables. Determine which variables should be kept the same (controlled), which (independent) variable should be systematically manipulated, and which responding (dependent) variable is to be measured and recorded. Report any variables not controlled and explain how they might affect results.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 15	<b>Aligned as designed</b>	Inquiry 15.3, SG pp 179-181; Student Sheet 15.3a, TG pp 214-216	
Lesson 17	<b>Aligned as designed</b>	Inquiry Master 17.1a: Earthquakes Performance-Based Assessment (Part A) Earthquakes and Human Risk, TG p 239 and pp 249-251	
Lesson 20	<b>Aligned as designed</b>	Inquiry 20.1, SG pp 226-228; Inquiry Master Student Sheet 20.1 a and 20.1b, TG pp 290-291; Inquiry Master 20.1, TG p 289	
Lesson 22	<b>Aligned as designed</b>	Inquiry 22.1, SG pp 242-245; Student Sheet 22.1a, TG p 314	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQD**

**Content Standard**

For an experiment to be valid, all (controlled) variables must be kept the same whenever possible, except for the manipulated (independent) variable being tested and the responding (dependent) variable being measured and recorded. If a variable cannot be controlled, it must be reported and accounted for.

**Performance Expectation**

• Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables. Determine which variables should be kept the same (controlled), which (independent) variable should be systematically manipulated, and which responding (dependent) variable is to be measured and recorded. Report any variables not controlled and explain how they might affect results.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 24	Aligned as designed	Inquiry 24.1, SG pp 266-269; Inquiry Master 24.1, TG p 339; Student Sheet 24.1a, TG p 340, Student Sheet 24.1b, TG p 341	
Lesson 25	Aligned as designed	Volcanoes Performance-Based Assessment (Part A), TG pp 348-350; Inquiry Master 25.1a, TG pp 366-368	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQE**

**Content Standard** Models are used to represent objects, events, systems, and processes. Models can be used to test hypotheses and better understand phenomena, but they have limitations.

**Performance Expectation** • Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from the actual phenomenon.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 01	Aligned as designed	Inquiry 1.2, SG pp 4-5	
Lesson 02	Aligned as designed	Inquiry 2.1, SG pp 14-16	
Lesson 03	Aligned as designed	Inquiry 3.1, SG pp 28-30, Inquiry Master 3.1a: Plotting Soil and Water Data; Student Sheet 3.1a, TG p 42	
Lesson 05	Aligned as designed	Inquiry 5.1, SG pp 56-58; Reading: Why Does the Wind Blow?, SG pp 59-61	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQE**

**Content Standard** Models are used to represent objects, events, systems, and processes. Models can be used to test hypotheses and better understand phenomena, but they have limitations.

**Performance Expectation** • Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from the actual phenomenon.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 08	<b>Aligned as designed</b>	Student Sheet 8.1c: Storms Assessment (Part C), TG pp 120-121	
Lesson 12	<b>Aligned with modifications (see comments)</b>	Inquiry 12.1, SG pp 137-141, Inquiry 12.2, SG p 142	Teachers need to ask students to explain how the model seismogram is similar to the seismogram they interpret in Inquiry 12.2.
Lesson 15	<b>Aligned as designed</b>	Inquiry 15.3, SG pp 179-181; Student Sheet 15.3a, TG pp 214-216	
Lesson 17	<b>Aligned as designed</b>	Inquiry Master 17.1a: Earthquakes Performance-Based Assessment (Part A) Earthquakes and Human Risk, TG p 239 and pp 249-251	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQE**

**Content Standard** Models are used to represent objects, events, systems, and processes. Models can be used to test hypotheses and better understand phenomena, but they have limitations.

**Performance Expectation** • Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from the actual phenomenon.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 20	<b>Aligned as designed</b>	Inquiry 20.1, SG pp 226-228; Inquiry Master Student Sheet 20.1 a and 20.1b, TG pp 290-291; Inquiry Master 20.1, TG p 289	
Lesson 24	<b>Aligned as designed</b>	Inquiry 24.1, SG pp 266-269; Inquiry Master 24.1, TG p 339; Student Sheet 24.1a, TG p 340, Student Sheet 24.1b, TG p 341	
Lesson 25	<b>Aligned as designed</b>	Volcanoes Performance-Based Assessment (Part A), TG pp 348-350; Inquiry Master 25.1a, TG pp 366-368	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQE**

**Content Standard** It is important to distinguish between the results of a particular investigation and general conclusions drawn from these results.

- Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation).
- Describe the differences between an objective summary of the findings and an inference made from the findings.

**Performance Expectation**

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned as designed	Inquiry 3.1, SG pp 28-30, Inquiry Master 3.1a: Plotting Soil and Water Data p 37; Student Sheet 3.1a, TG p 42	
Lesson 04	Aligned as designed	Inquiry 4.2, SG pp 46-48; Student Sheet 4.1: Investigating the Temperature of Air, TG p 55	
Lesson 08	Aligned as designed	Student Sheet 8.1c: Storms Assessment (Part C), TG pp 120-121	
Lesson 12	Aligned as designed	Inquiry 12.1, SG pp 137-141, Inquiry 12.2, SG p 142	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQE**

**Content Standard** It is important to distinguish between the results of a particular investigation and general conclusions drawn from these results.

**Performance Expectation**

- Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation).
- Describe the differences between an objective summary of the findings and an inference made from the findings.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 15	<b>Aligned as designed</b>	Inquiry 15.3, SG pp 179-181; Student Sheet 15.3a, TG pp 214-216	
Lesson 17	<b>Aligned as designed</b>	Inquiry Master 17.1a: Earthquakes Performance-Based Assessment (Part A) Earthquakes and Human Risk, TG p 239 and pp 249-251	
Lesson 20	<b>Aligned as designed</b>	Inquiry 20.1, SG pp 226-228; Inquiry Master Student Sheet 20.1 a and 20.1b, TG pp 290-291; Inquiry Master 20.1, TG p 289	
Lesson 22	<b>Aligned as designed</b>	Inquiry 22.1, SG pp 242-245; Student Sheet 22.1a, TG p 314	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQE**

**Content Standard** It is important to distinguish between the results of a particular investigation and general conclusions drawn from these results.

- Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation).
- Describe the differences between an objective summary of the findings and an inference made from the findings.

**Performance Expectation**

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 24	<b>Aligned as designed</b>	Inquiry 24.1, SG pp 266-269; Inquiry Master 24.1, TG p 339; Student Sheet 24.1a, TG p 340, Student Sheet 24.1b, TG p 341	
Lesson 25	<b>Aligned as designed</b>	Volcanoes Performance-Based Assessment (Part A), TG pp 348-350; Inquiry Master 25.1a, TG pp 366-368	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQG**

**Content Standard**

Scientific reports should enable another investigator to repeat the study to check the results.

**Performance Expectation**

• Prepare a written report of an investigation by clearly describing the question being investigated, what was done, and an objective summary of results. The report should provide evidence to accept or reject the hypothesis, explain the relationship between two or more variables, and identify limitations of the investigation.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned as designed	Inquiry 3.1, SG pp 28-30, Inquiry Master 3.1a: Plotting Soil and Water Data; Student Sheet 3.1a, TG p 42	
Lesson 08	Aligned as designed	Student Sheet 8.1c: Storms Assessment (Part C), TG pp 120-121	
Lesson 15	Aligned as designed	Inquiry 15.3, SG pp 179-181; Student Sheet 15.3a, TG pp 214-216	
Lesson 17	Aligned as designed	Inquiry Master 17.1a: Earthquakes Performance-Based Assessment (Part A) Earthquakes and Human Risk, TG p 239 and pp 249-251	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQG**

**Content Standard**

Scientific reports should enable another investigator to repeat the study to check the results.

**Performance Expectation**

• Prepare a written report of an investigation by clearly describing the question being investigated, what was done, and an objective summary of results. The report should provide evidence to accept or reject the hypothesis, explain the relationship between two or more variables, and identify limitations of the investigation.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 20	<b>Aligned as designed</b>	Inquiry 20.1, SG pp 226-228; Inquiry Master Student Sheet 20.1 a and 20.1b, TG pp 290-291; Inquiry Master 20.1, TG p 289	
Lesson 22	<b>Aligned as designed</b>	Inquiry 22.1, SG pp 242-245; Student Sheet 22.1a, TG p 314	
Lesson 24	<b>Aligned as designed</b>	Inquiry 24.1, SG pp 266-269; Inquiry Master 24.1, TG p 339; Student Sheet 24.1a, TG p 340, Student Sheet 24.1b, TG p 341	
Lesson 25	<b>Aligned as designed</b>	Volcanoes Performance-Based Assessment (Part A), TG pp 348-350; Inquiry Master 25.1a, TG pp 366-368	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Inquiry ~ INQH**

**Content Standard**

Science advances through openness to new ideas, honesty, and legitimate skepticism. Asking thoughtful questions, querying other scientists' explanations, and evaluating one's own thinking in response to the ideas of others are abilities of scientific inquiry.

**Performance Expectation**

- Recognize flaws in scientific claims, such as uncontrolled variables, over generalizations from limited data, and experimenter bias.
- Listen actively and respectfully to research reports by other students. Critique their presentations respectfully, using logical argument and evidence.
- Engage in reflection and self-evaluation.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 01	Aligned with modifications (see comments)	Inquiry 1.1, SG pp 4-5; Inquiry 1.2, SG pp 4-5	Teachers need to emphasize listening to and respecting other students' ideas.
Lesson 20	Aligned with modifications (see comments)	Inquiry 20.1, SG pp 226-228; Inquiry Master Student Sheet 20.1a and 20.1b, TG pp 290-291; Inquiry Master 20.1, TG p 289	The teacher needs to be intentional about discussing the standard listen actively and respectfully to research reports by other students. Critique their presentations respectfully, using logical argument and evidence.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Application ~ APPA**

**Content Standard** People have always used technology to solve problems. Advances in human civilization are linked to advances in technology.

**Performance Expectation** • Describe how a technology has changed over time in response to societal challenges.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 01	Aligned as designed	Reading: Views From Space, SG pp 8-11	
Lesson 18	Aligned as designed	Inquiry 18.1, SG pp 202-203	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Application ~ APPB**

**Content Standard** Scientists and technological designers (including engineers) have different goals. Scientists answer questions about the natural world; technological designers solve problems that help people reach their goals.

**Performance Expectation** • Investigate several professions in which an understanding of science and technology is required. Explain why that understanding is necessary for success in each profession.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 01	Aligned as designed	Reading: How Scientists Study the Earth, SG pp 6-7	
Lesson 04	Aligned as designed	Reading: What's the Forecast?, SG pp 50-53	
Lesson 19	Aligned as designed	Reading: Volcanologists Talk About Their Work, SG pp 222-223	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Application ~ APPC**

**Content Standard** Science and technology are interdependent. Science drives technology by demanding better instruments and suggesting ideas for new designs. Technology drives science by providing instruments and research methods.

**Performance Expectation** • Give examples to illustrate how scientists have helped solve technological problems (e.g., how the science of biology has helped sustain fisheries) and how engineers have aided science (e.g., designing telescopes to discover distant planets).

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 01	Aligned as designed	Reading: Views From Space, SG pp 8-11	
Lesson 03	Aligned as designed	Reading: Joseph Henry: The Father of Weather Forecasting, SG pp 37-41	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Application ~ APPF**

**Content Standard** Solutions must be tested to determine whether or not they will solve the problem. Results are used to modify the design, and the best solution must be communicated persuasively.

**Performance Expectation**

- Test the best solution by building a model or other representation and using it with the intended audience. Redesign as necessary.
- Present the recommended design using models or drawings and an engaging presentation.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 11	Aligned as designed	Inquiry 11.2, SG pp 128-129; Student Sheet 11.2, TG pp 160-162	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Application ~ APPG**

**Content Standard**

The benefits of science and technology are not available to all the people in the world.

**Performance Expectation**

- Contrast the benefits of science and technology enjoyed by people in industrialized and developing nations.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 06	Aligned as designed	Reading: Hurricane Mitch, SG pp 78-79	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Application ~ APPH**

**Content Standard** People in all cultures have made and continue to make contributions to society through science and technology.

**Performance Expectation** • Describe scientific or technological contributions to society by people in various cultures.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned as designed	Reading: Joseph Henry: The Father of Weather Forecasting, SG pp 37-41	
Lesson 12	Aligned as designed	Reading: A Brief History of Earthquake Detection, SG p 136	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Physical Science ~ PS1B**

**Content Standard** Friction is a force that that can help objects start moving, stop moving, slow down or can change the direction of the object's motion.

**Performance Expectation** • Demonstrate and explain the frictional force acting on an object with the use of a physical model.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 15	Aligned as designed	Inquiry 15.3, SG pp 179-181; Student Sheet 15.3a, TG pp 214-216	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Physical Science ~ PS2A**

**Content Standard** Substances have characteristic intrinsic properties such as density, solubility, boiling point, and melting point, all of which are independent of the amount of the sample.

**Performance Expectation** • Use characteristic intrinsic properties such as density, boiling point, and melting point to identify an unknown substance.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 20	Aligned as designed	Inquiry 20.1, SG pp 226-228	Viscosity is not specifically mentioned in the standard but is an intrinsic property of matter.
Lesson 21	Aligned as designed	Inquiry 21.1, SG pp 234-235; Student Sheet 21.1, TG p 301	The unit/lesson intentionally refers to the intrinsic properties of color, crystal size, and texture.
Lesson 22	Aligned as designed	Getting Started, TG pp 307-308; Inquiry 22.1, SG pp 242-245; Student Sheet 22.1b, TG p 315	
Lesson 23	Aligned as designed	Getting Started, TG p 322; Inquiry 23.1, SG pp 254-257; Inquiry Master 23.1, TG p 327	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Physical Science ~ PS2A**

**Content Standard** Substances have characteristic intrinsic properties such as density, solubility, boiling point, and melting point, all of which are independent of the amount of the sample.

**Performance Expectation** • Use characteristic intrinsic properties such as density, boiling point, and melting point to identify an unknown substance.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 24	Aligned with modifications (see comments)	Student Sheet 24.1c, TG pp 342-346	The unit/lesson is an integral part of a learning progression.
Lesson 25	Aligned as designed	Inquiry Master 25.1b, TG pp 356-359, Inquiry Master 25.1a Rock Identification Sheet (Part B), TG p 355	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Physical Science ~ PS2B**

**Content Standard**

Mixtures are combinations of substances whose chemical properties are preserved. Compounds are substances that are chemically formed and have different physical and chemical properties from the reacting substances.

**Performance Expectation**

- Separate a mixture using differences in properties (e.g., solubility, size, magnetic attraction) of the substances used to make the mixture.
- Demonstrate that the properties of a compound are different from the properties of the reactants from which it was formed.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 22	Aligned as designed	Inquiry 22.1, SG pp 242-245	
Lesson 23	Aligned as designed	Inquiry 23.1, SG pp 254-257	
Lesson 24	Aligned as designed	Inquiry 24.1, SG pp 266-269, Student Sheet 24.1c, TG pp 342-346	
Lesson 25	Aligned as designed	Inquiry Master 25.1b, TG pp 356-359, Inquiry Master 25.1a Rock Identification Sheet (Part B), TG p 355	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Physical Science ~ PS3A**

**Content Standard** Energy exists in many forms: heat, light, chemical, electrical, motion of objects, and sound. Energy can be transformed from one form to another and transferred from one place to another.

**Performance Expectation**

- List different forms of energy (e.g., thermal, light, chemical, electrical, kinetic, and sound energy).
- Describe ways in which energy is transformed from one form to another and transferred from one place to another (e.g., chemical to electrical energy in a battery, electrical to light energy in a bulb).

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned with modifications (see comments)	Inquiry 3.1, SG pp 28-30; Reading: The Source of the Earth's Heat, SG pp 31-33	Teacher must be intentional about use of the terms light energy, thermal energy, transformed, and transferred.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Physical Science ~ PS3B**

**Content Standard**

Conduction, radiation, and convection, or mechanical mixing, are means of energy transfer.

**Performance Expectation**

• Use everyday examples of conduction, radiation, and convection, or mechanical mixing, to illustrate the transfer of energy from warmer objects to cooler ones until the objects reach the same temperature.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	<b>Aligned with modifications (see comments)</b>	Inquiry 3.1, SG pp 28-30; Reading: The Source of the Earth's Heat, SG pp 31-33	The teacher needs to be intentional about discussing the standard that heat flows from warmer to cooler objects.
Lesson 04	<b>Aligned as designed</b>	Inquiry 4.1, SG pp 44-45; Reflection #1, SG p 45 and TG p 51; Inquiry 4.2, SG pp 46-47	The unit/lesson intentionally refers to heat flow from warmer to cooler objects when the reflection question is assigned and discussed as described in TG.
Lesson 05	<b>Aligned with modifications (see comments)</b>	Inquiry 5.1, SG pp 56-58; Reading: Why Does the Wind Blow, SG pp 59-62; Reading: Weather Fronts, SG p 63	The teacher needs to be intentional about discussing the standard that the movement of heat will continue until the air in both convection tubes reach the same temperature.
Lesson 07	<b>Aligned with modifications (see comments)</b>	Inquiry 7.2, SG pp 88-91	The teacher needs to be intentional about discussing the standard that mechanical mixing (by wind) is a means of heat transfer.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Physical Science ~ PS3B**

**Content Standard**

Conduction, radiation, and convection, or mechanical mixing, are means of energy transfer.

**Performance Expectation**

• Use everyday examples of conduction, radiation, and convection, or mechanical mixing, to illustrate the transfer of energy from warmer objects to cooler ones until the objects reach the same temperature.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 08	<b>Aligned as designed</b>	Student Sheet 8.1a: Storms Assessment (Part A), TG p 124	
Lesson 08	<b>Aligned as designed</b>	Student Sheet 8.1b: Storms Assessment (Part B), TG pp 112-119, 125	
Lesson 16	<b>Aligned with modifications (see comments)</b>	Inquiry 16.1, SG pp 192-193	The teacher needs to be intentional about discussing the standard that heat flows from warmer to cooler objects, which is magma in this lesson. In this case, convection is the means of heat transfer. Tie this concept back to part 1 lesson involving convection currents in the air.
Lesson 24	<b>Aligned with modifications (see comments)</b>	Student Sheet 24.1c, TG pp 342-346	The unit/lesson is an integral part of a learning progression.

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Physical Science ~ PS3F**

**Content Standard**

Energy can be transferred from one place to another through waves. Waves include vibrations in materials. Sound and earthquake waves are examples. These and other waves move at different speeds in different materials.

**Performance Expectation**

- Contrast a light wave with a sound wave by identifying that both have characteristic wavelengths, but light waves can travel through a vacuum while sound waves cannot.
- Explain that sound is caused by a vibrating object.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 11	Aligned as designed	Getting Started, TG p 154; Inquiry 11.1, SG pp 122-127	
Lesson 12	Aligned as designed	Inquiry 12.1, SG pp 137-141; Inquiry 12.2, SG pp 142-145; Inquiry 12.3, SG pp 146-151	
Lesson 14	Aligned as designed	Reading: Using Waves to Explore the Earth's Interior, SG pp 168-169	
Lesson 17	Aligned as designed	Inquiry Master 17.1b: Earthquakes Written Assessment (Part B), TG pp 240-244	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2A**

**Content Standard** The atmosphere is a mixture of nitrogen, oxygen, and trace gases that include water vapor. The atmosphere has different properties at different elevations.

**Performance Expectation** • Describe the composition and properties of the troposphere and stratosphere.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 03	Aligned as designed	Reading - The Atmosphere: A Blanket of Air, SG pp 34-36	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2B**

**Content Standard** The Sun is the major source of energy for phenomena on Earth’s surface, such as winds, ocean currents, and the water cycle.

- Performance Expectation**
- Connect the uneven heating of Earth’s surface by the Sun to global wind and ocean currents.
  - Describe the role of the Sun in the water cycle.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 02	<b>Aligned with modifications (see comments)</b>	Reading: That's a Fact: An Introduction to Thunderstorms, Tornadoes, and Hurricanes, SG pp 21-25; Student Sheet 2.1, TG p 26	The teacher needs to be intentional about discussing the standard that the sun is the major source of energy to heat air and water on earth. Students are asked to create a vortex in Inquiry 2.1. This lesson is a part of a conceptual sequence in the use of the term vortex.
Lesson 03	<b>Aligned as designed</b>	Inquiry 3.1, SG pp 28-30; Reading: The Source of Earth's Heat, SG pp 31-33; Reading: The Atmosphere: A Blanket of Air, SG pp 34-36	
Lesson 03	<b>Aligned as designed</b>	Reading - The Atmosphere: A Blanket of Air, SG pp 34-36	
Lesson 05	<b>Aligned as designed</b>	Reading: Why Does the Wind Blow?, SG pp 59 -62; Reading: Weather Fronts, SG p 63	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2B**

**Content Standard** The Sun is the major source of energy for phenomena on Earth’s surface, such as winds, ocean currents, and the water cycle.

- Performance Expectation**
- Connect the uneven heating of Earth’s surface by the Sun to global wind and ocean currents.
  - Describe the role of the Sun in the water cycle.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 07	<b>Aligned as designed</b>	Getting Started, SG pp 81-82; Inquiry 7.1, SG pp 83-87	
Lesson 08	<b>Aligned as designed</b>	Student Sheet 8.1a: Storms Assessment (Part A), TG p 124	The unit/lesson is an integral part of a learning progression. Students are asked to demonstrate conceptual understanding of standards in Lessons 1-7.
Lesson 08	<b>Aligned as designed</b>	Student Sheet 8.1b: Storms Assessment (Part B), TG pp 112-119, 125	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2C**

**Content Standard** In the water cycle, water evaporates from Earth’s surface, rises and cools, condenses to form clouds and falls as rain or snow and collects in bodies of water.

**Performance Expectation** • Describe the water cycle and give local examples of where parts of the water cycle can be seen.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 04	Aligned as designed	Inquiry 4.2, SG pp 46-48; Reading: Air Masses, SG p 49	
Lesson 05	Aligned as designed	Inquiry 5.1, SG pp 56-58; Reading: Why Does the Wind Blow?, SG pp 59 -62; Reading: Weather Fronts, SG p 63	
Lesson 06	Aligned as designed	Inquiry 6.1, SG p 71; Reading: Hurricane Formation and the Water Cycle, SG p 72; Inquiry 6.2, SG pp 73-74; Reading: The Truth About Air, SG pp 76-77	
Lesson 08	Aligned as designed	Student Sheet 8.1b: Storms Assessment (Part B), TG pp 112-119, 125	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2D**

**Content Standard** Water is a solvent. As it passes through the water cycle, it dissolves minerals and gases and carries them to the oceans.

**Performance Expectation** • Distinguish between bodies of saltwater and fresh water and explain how saltwater became salty.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 22	Aligned as designed	Inquiry 22.1, SG pp 242-245; Reading: Earth's Waterworks, SG pp 246-249	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2E**

**Content Standard** The solid Earth is composed of a relatively thin crust, a dense metallic core, and a layer called the mantle between the crust and core that is very hot and partially melted.

**Performance Expectation** • Sketch and label the major layers of Earth, showing the approximate relative thickness and consistency of the crust, core, and mantle.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 14	Aligned as designed	Getting Started, TG p 191; Inquiry 14.1, SG p 166; Reading: The Earth's Interior, SG p 167; Reading: Using Waves to Explore the Earth's Interior, SG pp 168-169	
Lesson 17	Aligned as designed	Inquiry Master 17.1b: Earthquakes Written Assessment (Part B), TG pp 240-244	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2F**

**Content Standard** The crust is composed of huge crustal plates on the scale of continents and oceans which move centimeters per year, pushed by convection in the upper mantle, causing earthquakes, volcanoes, and mountains.

**Performance Expectation**

- Draw a labeled diagram showing how convection in the upper mantle drives movement of crustal plates.
- Describe what may happen when plate boundaries meet (e.g., earthquakes, tsunamis, faults, mountain building), with examples from the Pacific Northwest.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 10	Aligned as designed	Inquiry 10.1, SG pp 116-117	The unit/lesson is an integral part of a learning progression. This unit/lesson is a part of a conceptual sequence.
Lesson 13	Aligned as designed	Inquiry 13.1, SG pp 156-158	The unit/lesson is an integral part of a learning progression. This unit/lesson is a part of a conceptual sequence.
Lesson 15	Aligned as designed	Getting Started, TG p 203, Inquiry 15.1, SG pp 172-175; Inquiry 15.2, SG pp 176-178; Inquiry 15.3, SG pp 179-185; Reading: Earth's Moving Plates: A Look Back, SG pp 186-189	
Lesson 16	Aligned as designed	Inquiry 16.1, SG pp 192-193	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2F**

**Content Standard** The crust is composed of huge crustal plates on the scale of continents and oceans which move centimeters per year, pushed by convection in the upper mantle, causing earthquakes, volcanoes, and mountains.

- Performance Expectation**
- Draw a labeled diagram showing how convection in the upper mantle drives movement of crustal plates.
  - Describe what may happen when plate boundaries meet (e.g., earthquakes, tsunamis, faults, mountain building), with examples from the Pacific Northwest.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 17	<b>Aligned as designed</b>	Inquiry Master 17.1b: Earthquakes Written Assessment (Part B), TG pp 240-244	
Lesson 25	<b>Aligned as designed</b>	Inquiry Master 25.1b, TG pp 356-359, Inquiry Master 25.1a Rock Identification Sheet (Part B), TG p 355	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2G**

**Content Standard** Land forms are created by processes that build up structures and processes that break down and carry away material through erosion and weathering.

**Performance Expectation** • Explain how a given land form (e.g., mountain) has been shaped by processes that build up structures (e.g., uplift) and by processes that break down and carry away material (e.g., weathering and erosion).

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 09	Aligned as designed	Getting Started, SG pp 103-104	
Lesson 15	Aligned as designed	Getting Started, TG p 203, Inquiry 15.1, SG pp 172-175; Inquiry 15.2, SG pp 176-178; Inquiry 15.3, SG pp 179-185; Reading: Earth's Moving Plates: A Look Back, SG pp 186-189	
Lesson 17	Aligned as designed	Inquiry Master 17.1b: Earthquakes Written Assessment (Part B), TG pp 240-244	
Lesson 18	Aligned as designed	Reading: Volcanoes: Help or Hindrance?, SG pp 206-209	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2G**

**Content Standard** Land forms are created by processes that build up structures and processes that break down and carry away material through erosion and weathering.

**Performance Expectation** • Explain how a given land form (e.g., mountain) has been shaped by processes that build up structures (e.g., uplift) and by processes that break down and carry away material (e.g., weathering and erosion).

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 19	<b>Aligned as designed</b>	Inquiry 19.1, SG pp 211-216; Inquiry 19.2, SG pp 217-220; Reading: An Island Is Born, SG p 221	
Lesson 20	<b>Aligned as designed</b>	Getting Started, TG p 283; Inquiry 20.1, SG pp 226-228; Reading: Volcano Types, SG pp 229-231	
Lesson 23	<b>Aligned as designed</b>	Reading: Mt. St. Helen's Erupts, SG pp 258-263	
Lesson 24	<b>Aligned as designed</b>	Video: The Eruption of Mount St. Helen's; Reflection #4, SG p 269; Reading: Volcano in a Cornfield, SG pp 270-273, Student Sheet 24.1c, TG pp 342-346	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2G**

**Content Standard** Land forms are created by processes that build up structures and processes that break down and carry away material through erosion and weathering.

**Performance Expectation** • Explain how a given land form (e.g., mountain) has been shaped by processes that build up structures (e.g., uplift) and by processes that break down and carry away material (e.g., weathering and erosion).

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 25	Aligned as designed	Inquiry Master 25.1b, TG pp 356-359, Inquiry Master 25.1a Rock Identification Sheet (Part B), TG p 355	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES2H**

**Content Standard** The rock cycle describes the formation of igneous rock from magma or lava, sedimentary rock from compaction of eroded particles, and metamorphic rock by heating and pressure.

**Performance Expectation**

- Identify samples of igneous, sedimentary, and metamorphic rock from their properties and describe how their properties provide evidence of how they were formed.
- Explain how one kind of rock could eventually become a different kind of rock.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 22	Aligned as designed	Inquiry 22.1, SG pp 242-245; Reading: The Rock Cycle, SG pp 250-251; Inquiry Master 22.1, TG p 313	
Lesson 23	Aligned as designed	Inquiry 23.1, SG pp 254-257	
Lesson 24	Aligned as designed	Student Sheet 24.1c, TG pp 342-346	The unit/lesson is an integral part of a learning progression.
Lesson 25	Aligned as designed	Inquiry Master 25.1b, TG pp 356-359, Inquiry Master 25.1a Rock Identification Sheet (Part B), TG p 355	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES3A**

**Content Standard** Our understanding of Earth history is based on the assumption that processes we see today are similar to those that occurred in the past.

**Performance Expectation** • Describe Earth processes that we can observe and measure today (e.g., rate of sedimentation, movement of crustal plates, and changes in composition of the atmosphere) that provide clues to Earth's past.

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 15	Aligned as designed	Reading: Earth's Moving Plates: A Look Back, SG pp 186-189	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES3D**

**Content Standard** Earth has been shaped by many natural catastrophes, including earthquakes, volcanic eruptions, glaciers, floods, storms, tsunamis, and the impacts of asteroids.

**Performance Expectation** • Interpret current land forms of the Pacific Northwest as evidence of past geologic events (e.g., Mount St. Helen's and Crater Lake provide evidence of volcanism, the Channeled Scablands provides evidence of floods that resulted from melting of glaciers).

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 10	Aligned as designed	Inquiry 1.2, SG p 5	The unit/lesson is an integral part of a learning progression. This unit/lesson is a part of a conceptual sequence.
Lesson 17	Aligned as designed	Inquiry Master 17.1b: Earthquakes Written Assessment (Part B), TG pp 240-244	
Lesson 18	Aligned as designed	Inquiry 18.1, SG pp 202-205; Reading: Volcanoes: Help or Hindrance?, SG pp 206-209	The unit/lesson is an integral part of a learning progression. This unit/lesson is a part of a conceptual sequence.
Lesson 19	Aligned as designed	Inquiry 19.1, SG pp 211-216; Inquiry 19.2, SG pp 217-220; Reading: An Island Is Born, SG p 221	

**Alignment of Washington 6-8 Science Standards with  
STC/MS Catastrophic Events  
Earth Science ~ ES3D**

**Content Standard** Earth has been shaped by many natural catastrophes, including earthquakes, volcanic eruptions, glaciers, floods, storms, tsunamis, and the impacts of asteroids.

**Performance Expectation** • Interpret current land forms of the Pacific Northwest as evidence of past geologic events (e.g., Mount St. Helen's and Crater Lake provide evidence of volcanism, the Channeled Scablands provides evidence of floods that resulted from melting of glaciers).

Lesson Number	Alignment	Evidence of Alignment	AlignmentComments
Lesson 22	Aligned as designed	Reflection #9, SG p 245	
Lesson 24	Aligned with modifications (see comments)	Student Sheet 24.1c, TG pp 342-346	The unit/lesson is an integral part of a learning progression.
Lesson 25	Aligned as designed	Inquiry Master 25.1b, TG pp 356-359, Inquiry Master 25.1a Rock Identification Sheet (Part B), TG p 355	
Lesson 25	Aligned as designed	Student Sheet 25.1c, TG pp 270-271	