

STANDARD NAME	STANDARD DEFINITION	Advanced	Proficient	Developing	Emerging
<b>Ecology</b>					
<b>SC.EC.04.01.02</b>	Describes the carbon cycle and relates it to global climate change	<ul style="list-style-type: none"> <li>*Describes and illustrates the carbon cycle</li> <li>*Describes the role of the carbon cycle in global climate change</li> <li>*Describes the trends in atmospheric carbon over 50 years</li> <li>*Presents on the role carbon plays in global climate change to members of the community</li> </ul>	<ul style="list-style-type: none"> <li>*Describes and illustrates the carbon cycle</li> <li>*Describes the role of the carbon cycle in global climate change</li> <li>*Presents on the role carbon plays in global climate change to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Describes or illustrates the carbon cycle</li> <li>*Identifies the primary role of the carbon cycle in global climate change</li> </ul>	<ul style="list-style-type: none"> <li>*Describes or illustrates the carbon cycle</li> </ul>
<b>SC.EC.04.02.02</b>	Explores ecological relationships in aquatic and terrestrial ecosystems (e.g. competition, niche, predator/prey, symbiosis).	<ul style="list-style-type: none"> <li>*Describes and illustrates a minimum of 10 specific ecological relationships in 2 or more aquatic ecosystems</li> <li>*Describes and illustrates a minimum of 10 specific ecological relationships in 2 or more terrestrial ecosystems</li> <li>*Presents research to a group of community members</li> </ul>	<ul style="list-style-type: none"> <li>*Describes and illustrates a minimum of 6 specific ecological relationships in an aquatic ecosystem</li> <li>*Describes and illustrates a minimum of 6 specific ecological relationships in a terrestrial ecosystem</li> <li>*Presents research to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Describes or illustrates a minimum of 3 specific ecological relationships in an aquatic ecosystem</li> <li>*Describes or illustrates a minimum of 3 specific ecological relationships in a terrestrial ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>*Describes or illustrates a specific ecological relationship in an aquatic ecosystem</li> <li>*Describes or illustrates a specific ecological relationship in a terrestrial ecosystem</li> </ul>
<b>Genetics and Evolution</b>					

<p><b>SC.GE.04.01.02</b></p>	<p>Recognizes all organisms have chromosomes made of DNA and DNA determines traits</p>	<ul style="list-style-type: none"> <li>*Describes the role of DNA</li> <li>*Describes the components of chromosomes</li> <li>*Describes how chromosomes determine traits</li> <li>*Presents a genetics-based research project to a group of community members</li> </ul>	<ul style="list-style-type: none"> <li>*Describes the role of DNA</li> <li>*Identifies the components of chromosomes</li> <li>*Describes how chromosomes determine traits</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies the role of DNA</li> <li>*Defines chromosomes</li> <li>*Defines traits</li> </ul>	<ul style="list-style-type: none"> <li>*Defines chromosomes</li> <li>*Defines traits</li> </ul>
<p><b>SC.GE.04.02.02</b></p>	<p>Infers evolutionary pathways from evidence through fossils, geologic samples, and recorded history</p>	<ul style="list-style-type: none"> <li>* Compares the complexity of life forms today to life forms 500 million years ago</li> <li>* Describes and gives examples of different types of evolution</li> <li>* Defines and gives examples of speciation</li> <li>* Compares artificial to natural selection and gives an example of each</li> </ul>	<ul style="list-style-type: none"> <li>* Compares and contrasts life forms now to 500 million years ago</li> <li>* Describes different types of evolution (divergent, convergent, coevolution)</li> <li>* Defines and gives an example of speciation</li> <li>* Compares artificial to natural selection and gives an example of each</li> </ul>	<ul style="list-style-type: none"> <li>* Compares life forms now to hundreds or thousands of years ago</li> <li>* Defines different types of evolution</li> <li>* Compares artificial to natural selection</li> </ul>	<ul style="list-style-type: none"> <li>* Defines different types of evolution using a reference</li> <li>* Defines artificial and natural selection</li> </ul>
<p><b>SC.GE.04.03.02</b></p>	<p>Explains how the processes of natural selection can cause speciation and extinction via Darwinian theory and Mendelian genetics, and recognizes evolution is an ongoing process</p>	<ul style="list-style-type: none"> <li>* Describes Darwin's work with finches and his discoveries</li> <li>* Describes natural selection</li> <li>* Describes the controversies behind Darwin's publication of his book The Origin of Species</li> <li>* Describes and gives examples of the following vocabulary: species, variation, niche, competition, recombination, and mutation</li> </ul>	<ul style="list-style-type: none"> <li>* Defines and identifies the characteristics that make up natural selection</li> <li>* Explores Darwin's work especially with finches on the Galapagos Islands and the controversies behind the publication of his book The Origin of Species</li> <li>* Defines species, variation, niche, competition, recombination, and mutation</li> </ul>	<ul style="list-style-type: none"> <li>* Defines natural selection using own words</li> <li>* Explains some of Darwin's work</li> <li>* Explains why some people didn't and don't agree with Darwin's work</li> <li>* Defines some of the following vocabulary: species, variation, niche, competition, recombination, and mutation</li> </ul>	<ul style="list-style-type: none"> <li>* Defines the components of natural selection using a reference</li> <li>* Briefly describes Darwin and his work</li> <li>* Lists some examples of adaptation</li> </ul>

<b>SC.GE.04.04.02</b>	Examines issues related to genetics, including human disorders and scientific advances	<ul style="list-style-type: none"> <li>* Describes both a dominant and recessive disease in detail and how the genes are passed</li> <li>* Lists other dominant and recessive diseases</li> <li>* Describes symptoms, diagnoses, treatments, and lifestyle modifications of these diseases</li> <li>* Explores treatment history, current practices and future possibilities</li> </ul>	<ul style="list-style-type: none"> <li>* Describes a dominant and recessive disease and how the genes are generationally passed</li> <li>* Describes symptoms, treatments, and lifestyle modifications of these diseases</li> <li>* Explores treatment history, current practices, and future possibilities</li> </ul>	<ul style="list-style-type: none"> <li>* Describes a dominant or recessive disease and how genes are passed</li> <li>* Describes symptoms and lifestyle modifications of the disease</li> <li>* Explores current treatments and lists future possibilities</li> </ul>	<ul style="list-style-type: none"> <li>* Describes the symptoms of a dominant or recessive disease</li> <li>* Lists some treatments, lifestyle modifications, and possible future treatments using a reference</li> </ul>
<b>Living Organisms: structure, function, behavior, development, life cycles, and diversity</b>					
<b>SC.LO.04.01.02</b>	Describes and compares the characteristics of each kingdom and the phyla within each kingdom	<ul style="list-style-type: none"> <li>** Identifies Kingdom, Phylum, Class, Order, Family, Genus, and Speices of three organisms and illustrates a cladogram for each</li> <li>*Identifies three domain, 6 kingdoms, and 9 phyla</li> <li>*Describes the puropose of cladistic classification</li> </ul>	<ul style="list-style-type: none"> <li>* Identifies Kingdom, Phylum, Genus, and Speices of three organisms</li> <li>*Identifies three domain, 6 kingdoms, and 9 phyla</li> <li>*Describes the puropose of cladistic classification</li> <li>*Draws and labels a cladogram</li> </ul>	<ul style="list-style-type: none"> <li>*Describes taxonomy as it is used to classify life</li> <li>*Understands the hierarchical nature of taxonomy</li> <li>*Shows understanding of cladistic classification</li> </ul>	<ul style="list-style-type: none"> <li>*Shows understanding of taxonomy</li> </ul>
<b>SC.LO.04.02.02</b>	Describes the structure-function relationship of structures within the body, such as joints, muscles, and lungs	<ul style="list-style-type: none"> <li>*Evaluates and describes the structure-function relationship of structures within three systems</li> <li>*Illustrates the relationships and presents to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Describes the structure-function relationship of structures within two systems</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies the structure-function relationship of two different structures in the body</li> </ul>	<ul style="list-style-type: none"> <li>*Lists structure-function relationships of different structures in the body</li> </ul>

<p><b>SC.LO.04.03.02</b></p>	<p>Explains that cells have specialized structures in which chemical reactions occur, and explains the chemical reactions involved in photosynthesis</p>	<ul style="list-style-type: none"> <li>* Writes the balanced chemical equation for photosynthesis and explains the products and reactants</li> <li>* Describes the stages of photosynthesis using appropriate vocabulary</li> <li>* Explains the role of and how ATP is used and gained</li> <li>* Sketches and labels the parts of a cell</li> </ul>	<ul style="list-style-type: none"> <li>* Describes the reactants and products that are in the photosynthesis chemical equation</li> <li>* Describes the process of photosynthesis by referring to the light dependent and light independent stages</li> <li>* Explains the role of ATP</li> <li>* Sketches and labels the parts of a cell</li> </ul>	<ul style="list-style-type: none"> <li>* Lists the reactants and products that are in the photosynthesis chemical equation</li> <li>* Explains that there is more than one stage of photosynthesis</li> <li>* Understands the role of ATP</li> <li>* Sketches and labels some parts of the chloroplast</li> <li>* Labels a cross-section of a cell</li> </ul>	<ul style="list-style-type: none"> <li>* Lists a few reactants or products that are involved in photosynthesis</li> <li>* Explains that there is more than one stage of photosynthesis</li> <li>* Labels some parts of a cross-section of a leaf</li> </ul>
<p><b>SC.LO.04.04.02</b></p>	<p>Explains the functions of organ systems and the organs within the systems in the human body, including respiratory, reproductive, nervous, musculoskeletal, immune, endocrine, and integumentary</p>	<ul style="list-style-type: none"> <li>*Describes the structure and functions of 8 organs</li> <li>*Describes the roles of the following organ systems: respiratory, reproductive, nervous, musculoskeletal, immune, endocrine, and integumentary</li> <li>*Illustrates 3 complete organ systems</li> </ul>	<ul style="list-style-type: none"> <li>*Describes the structure and functions of 5 organs</li> <li>*Describes the roles of the following organ systems: respiratory, reproductive, nervous, musculoskeletal, immune, endocrine, and integumentary</li> <li>*Illustrates a complete organ system</li> </ul>	<ul style="list-style-type: none"> <li>*Describes the structure and function of 3 organs</li> <li>*Describes the roles of 4 of the following organ systems: respiratory, reproductive, nervous, musculoskeletal, immune, endocrine, and integumentary</li> </ul>	<ul style="list-style-type: none"> <li>*Describes the structure and function of an organ</li> <li>*Describes the roles of 2 of the following organ systems: respiratory, reproductive, nervous, musculoskeletal, immune, endocrine, and integumentary</li> </ul>

<b>SC.LO.04.05.02</b>	Explains the function of organs and traces the pathways of the digestive, circulatory and excretory systems.	<ul style="list-style-type: none"> <li>*Describes and illustrates the function of organs in the digestive system</li> <li>*Describes and illustrates the function of organs in the circulatory system</li> <li>*Describes and illustrates the function of organs in the excretory system</li> </ul>	<ul style="list-style-type: none"> <li>*Describes the function of organs in the digestive system</li> <li>*Describes the function of organs in the circulatory system</li> <li>*Describes the function of organs in the excretory system</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies the function of organs in the digestive system</li> <li>*Identifies the function of organs in the circulatory system</li> <li>*Identifies the function of organs in the excretory system</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies the function of organs in the digestive system</li> <li><b>OR</b></li> <li>*Identifies the function of organs in the circulatory system</li> <li><b>OR</b></li> <li>*Identifies the function of organs in the excretory system</li> </ul>
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**SCIENTIFIC PROCESS**

<b>SC.SP.04.01.02</b>	Develops testable questions independently and as a group, based on predictions, observations, and inferences from past experiences and research	<ul style="list-style-type: none"> <li>*Develops testable questions independently and defends methods to community members</li> <li>*Develops and defends testable questions as a group</li> <li>*Constructs valid hypotheses based on predictions, observations and inferences</li> <li>*Defends hypothesis based on prior experiences and research</li> </ul>	<ul style="list-style-type: none"> <li>*Develops testable questions independently</li> <li>*Develops testable questions as a group</li> <li>*Constructs valid hypotheses based on predictions, observations, and inferences</li> <li>*Defends hypothesis based on prior experiences and research</li> </ul>	<ul style="list-style-type: none"> <li>*Independently identifies testable questions</li> <li>*Works with others to identify testable questions</li> <li>*Identifies valid hypotheses based on predictions, observations, and inferences</li> <li>*Describes hypothesis based on prior experiences and research</li> </ul>	<ul style="list-style-type: none"> <li>*Independently identifies testable questions</li> <li>*Identifies valid hypotheses based on predictions, observations, OR inferences</li> </ul>
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<p><b>SC.SP.04.02.02</b></p>	<p>Reviews pertinent literature and incorporates this information, as well as relevant past experiences and knowledge, in a background section</p>	<ul style="list-style-type: none"> <li>*Conducts research on an issue with a minimum of 10 pertinent resources</li> <li>*Incorporates data, data analysis, and theories into own research</li> <li>*Incorporates information from past experience and knowledge into research</li> <li>*Presents sources of information in a formal report</li> <li>*Defends selection of resources to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Conducts research on an issue with a minimum of 8 pertinent resources</li> <li>*Incorporates data, data analysis, and theories into own research</li> <li>*Incorporates information from past experience and knowledge into research</li> <li>*Describes sources of information in a formal report</li> </ul>	<ul style="list-style-type: none"> <li>*Conducts research on an issue with a minimum of 4 pertinent resources</li> <li>*Incorporates information from past experience and knowledge into research</li> <li>*Describes resources of information in a formal report</li> </ul>	<ul style="list-style-type: none"> <li>*Conducts research on an issue with a minimum of 2 pertinent resources</li> <li>*Describes resources of information in a formal report</li> </ul>
<p><b>SC.SP.04.03.02</b></p>	<p>Hypothesizes about the outcome of an experiment based on background information</p>	<ul style="list-style-type: none"> <li>*Develops hypothesis completely based on background information</li> <li>*Defends hypothesis to a group of peers and describes research methods used to develop hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>*Develops hypothesis based on background information</li> <li>*Defends hypothesis and identifies research methods used to develop hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>*Develops hypothesis</li> <li>*Identifies research methods used to develop hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>*Develops hypothesis</li> <li>*Lists valid methods used to develop hypothesis</li> </ul>
<p><b>SC.SP.04.04.02</b></p>	<p>Designs and conducts a controlled experiment with multiple, relevant trials</p>	<ul style="list-style-type: none"> <li>*Designs an experiment with a clearly defined control</li> <li>*Manipulates variables during multiple trials</li> <li>*Trials are planned and relevant</li> <li>*Defends design of experiment to peers</li> </ul>	<ul style="list-style-type: none"> <li>*Designs an experiment with a clearly defined control</li> <li>*Manipulates variables during multiple trials</li> <li>*Trials are planned and relevant</li> </ul>	<ul style="list-style-type: none"> <li>*Designs an experiment with a control</li> <li>*Identifies variables manipulated throughout multiple trials</li> <li>*Trials are spontaneous</li> </ul>	<ul style="list-style-type: none"> <li>*Designs an experiment with a control</li> <li>*Lists potential variables which could be manipulated throughout multiple trials</li> </ul>

<p><b>SC.SP.04.05.02</b></p>	<p>Makes qualitative and quantitative observations through measurement and classification, and organizes data into appropriate and valid format</p>	<ul style="list-style-type: none"> <li>*Collects data by making qualitative and quantitative observations</li> <li>*Describes qualitative observations through measurement and classification</li> <li>*Describes quantitative observations through measurement and classification</li> <li>*Organizes data using an appropriate scientific format</li> <li>*Presents data organization methods to community members</li> </ul>	<ul style="list-style-type: none"> <li>*Collects data by making qualitative and quantitative observations</li> <li>*Describes qualitative observations through measurement and/or classification</li> <li>*Describes quantitative observations through measurement and/or classification</li> <li>*Organizes data using an appropriate scientific format</li> </ul>	<ul style="list-style-type: none"> <li>*Collects data by making qualitative and quantitative observations</li> <li>*Describes qualitative observations</li> <li>*Describes quantitative observations</li> <li>*Organizes data</li> </ul>	<ul style="list-style-type: none"> <li>*Collects data by making qualitative or quantitative observations</li> <li>*Defines qualitative observations</li> <li>*Defines quantitative observations</li> </ul>
<p><b>SC.SP.04.06.02</b></p>	<p>Analyzes data statistically and communicates analyses using models and scientifically relevant language</p>	<ul style="list-style-type: none"> <li>*Analyzes collected data using two appropriate statistical methods</li> <li>*Communicates analysis using models and appropriate scientific language to members of the community</li> <li>*Describes two alternative methods for statistical analysis and explain why the methods weren't initially used in analysis</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes collected data using an appropriate statistical method</li> <li>*Communicates analysis using a model and appropriate scientific language to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes collected data using a statistical method</li> <li>*Communicates analysis using a model and appropriate scientific language</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes collected data</li> <li>*Communicates analysis using appropriate scientific language</li> </ul>

<b>SC.SP.04.07.02</b>	Draws conclusion based on results of experiment and uses results to support hypothesis or not	<ul style="list-style-type: none"> <li>*Develops conclusions based on results of an experiment</li> <li>*Includes results to defend or revise hypothesis</li> <li>*Presents results and conclusions to members of the community</li> </ul>	<ul style="list-style-type: none"> <li>*Develops conclusions based on results of an experiment</li> <li>*Includes results which support hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>*Develops conclusions based on results of an experiment</li> </ul>	<ul style="list-style-type: none"> <li>*Develops a conclusion</li> </ul>
<b>SC.SP.04.08.02</b>	Compares results of own experiment to results of others' experiments, suggests further experimentation, and applies conclusions to other problems	<ul style="list-style-type: none"> <li>*Compares results of an individual experiment to the results of others experiments</li> <li>*Discusses and records potential further investigation</li> <li>*Refines own experiment based on feedback</li> <li>*Applies conclusions to previous experiments</li> <li>*Presents experiment with revisions to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Compares results of an individual experiment to the results of others experiments</li> <li>*Describes potential further investigation</li> <li>*Refines own experiment based on feedback</li> <li>*Applies conclusions to previous experiments</li> </ul>	<ul style="list-style-type: none"> <li>*Compares results of an individual experiment to the results of previous experiments</li> <li>*Lists potential further questions</li> <li>*Refines own experiment</li> <li>*Applies conclusions to previous experiments</li> </ul>	<ul style="list-style-type: none"> <li>*Compares results of an individual experiment to the results of previous experiments</li> <li>*Compares conclusions to previous experiments</li> </ul>
<b>SC.SP.04.09.02</b>	Examines methodology and conclusions to identify bias and determine if evidence logically supports the conclusion	<ul style="list-style-type: none"> <li>*Critically analyzes the methods and conclusion of an experiment</li> <li>*Describes potential bias in methodology</li> <li>*Describes potential bias in conclusions</li> <li>*Examines the evidence and determines if evidence logically supports the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>*Critically analyzes the methods and conclusion of an experiment</li> <li>*Describes potential bias in methodology</li> <li>*Describes potential bias in conclusions</li> <li>*Examines the evidence and determines if evidence logically supports the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes the methods and conclusion of an experiment</li> <li>*Describes potential bias in methodology</li> <li>*Examines the evidence and determines if evidence supports the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes the methods an experiment</li> <li>*Describes potential bias in methodology</li> </ul>

<p><b>SC.SP.04.10.02</b></p>	<p>Researches a current problem, identifies possible solutions, and evaluates the impact of each solution. Identifies that progress in science and invention is highly interrelated to what else is happening in society</p>	<ul style="list-style-type: none"> <li>*Describes a current issue in science</li> <li>*Identifies 3-5 possible solutions</li> <li>*Evaluates the impact of each solution (include impacts on society, environment, and science)</li> <li>*Connects technological/scientific advances to a direct societal need of the time</li> <li>*Presents research to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a current issue in science</li> <li>*Identifies 2 possible solutions</li> <li>*Lists potential impacts of each solution (include impacts on society, environment, and science)</li> <li>*Connects technological/scientific advances to a direct societal need of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a current issue in science</li> <li>*Connects technological/scientific advances to a direct societal need of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Lists some current issues In science</li> <li>*List some causes of these issues</li> </ul>
<p><b>SC.SP.04.11.02</b></p>	<p>Describes how historical perspectives of science (i.e. cultural, political, religious, philosophical) have impacted the advancement of science</p>	<ul style="list-style-type: none"> <li>*Describes historical perspectives of science from at least 3 periods of time</li> <li>*Makes connections between the historical perspectives and the scientific advancements during each period</li> <li>*Presents to a group of peers</li> </ul>	<ul style="list-style-type: none"> <li>*Describes historical perspectives of science from at least 2 periods of time</li> <li>*Makes connections between the historical perspectives and the scientific advancements during each period</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a historical perspective of science</li> <li>*Makes a connection between the historical perspectives and the scientific advancements during each period</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a historical perspective of science</li> </ul>
<p><b>SC.SP.04.12.02</b></p>	<p>Analyzes the competition for resources by various user groups to describe the dynamic relationships among scientific, cultural, social, and personal perspectives</p>	<ul style="list-style-type: none"> <li>*Describes the ways resources are shared for human use</li> <li>*Describes how usage of resources influences societal perspectives (including scientific, cultural, social and personal)</li> <li>*Compares and contrasts dependency of all cultures on three specific global resources</li> <li>*Describes the interdependency of scientific, cultural, social and personal perspectives throughout time</li> </ul>	<ul style="list-style-type: none"> <li>*Describes the ways resources are shared for human use</li> <li>*Describes how usage of resources influences societal perspectives (including scientific, cultural, social and personal)</li> <li>*Compares and contrasts dependency of all cultures on a global resource</li> <li>*Describes the interdependency of scientific, cultural, social and personal perspectives throughout time</li> </ul>	<ul style="list-style-type: none"> <li>*Lists some ways resources are shared for human use</li> <li>*Compares and contrasts dependency of all cultures on a global resource</li> <li>*Lists ways scientific, cultural, social and personal perspectives change throughout time</li> </ul>	<ul style="list-style-type: none"> <li>*Lists some ways resources are shared for human use</li> <li>*Compares and contrasts dependency of all cultures on a global resource</li> </ul>

<p><b>SC.SP.04.13.02</b></p>	<p>Uses an account of an event to recognize the processes of science used by historically significant scientists</p>	<ul style="list-style-type: none"> <li>*Summarizes the process by which a historically significant scientist made a discovery</li> <li>*Describes the role of the scientific and experimental method throughout the process of discovery</li> <li>*Describes the perspective of science at the time of the discovery</li> </ul>	<ul style="list-style-type: none"> <li>*Summarizes the process by which a historically significant scientist made a discovery</li> <li>*Describes the role of the scientific and experimental method throughout the process of discovery</li> </ul>	<ul style="list-style-type: none"> <li>*Lists the steps taken by a historically significant scientist who made a discovery</li> <li>*Lists some major challenges of the discovery</li> </ul>	<ul style="list-style-type: none"> <li>*Lists the steps taken by a historically significant scientist who made a discovery</li> </ul>
<p><b>SC.SP.04.14.02</b></p>	<p>Recognizes the role of curiosity, creativity, imagination, and a broad knowledge base on scientific advancements</p>	<ul style="list-style-type: none"> <li>*Describes three scientific advancements which occurred in the past 50 years</li> <li>*Describes the role of imagination and curiosity in these advancements</li> <li>*Describes the knowledge base at the time of the advancements</li> <li>*Presents one advancement to a group of community members</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a scientific advancement which occurred in the past 50 years</li> <li>*Describes the role of imagination and curiosity in this advancement</li> <li>*Describes the knowledge base at the time of the advancement</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a scientific advancement which occurred in the past 50 years</li> <li>*Lists some examples of imagination and curiosity in this advancement</li> </ul>	<ul style="list-style-type: none"> <li>*Describes a scientific advancement which occurred in the past 50 years</li> </ul>