

| THE SCIENCE OF ENERGY BALANCE: CALORIE INTAKE AND PHYSICAL ACTIVITY | | |
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| Vermont Science G.E.s: Grades 7 & 8 | | |
| Lesson | G.E. | Statement |
| 1, 3, 4 | S7-8:1:1 | Developing questions that reflect prior knowledge. |
| 1, 3, 4 | S7-8:1:2 | Refining and focusing broad ill-defined questions. |
| 1, 3, 4 | S7-8:2:1 | Predicting results (evidence) that support the hypothesis. |
| 1, 3, 4 | S7-8:2:2 | Proposing a hypothesis based upon a scientific concept or principle, observation, or experience that identifies the relationship among variables. |
| 1, 3, 4 | S7-8:3:1 | Writing a plan related to the question and prediction that includes: a. A diagram labeled using scientific terminology that supports procedures and illustrates the setup. b. A procedure that lists significant steps that identify manipulated (independent) and responding (dependent) variables. c. A control for comparing data when appropriate. d. Identification of tools and procedures for collecting data and reducing error. |
| 1, 2, 3, 4 | S7-8:4:1 | Accurately quantifying observations using appropriate measurement tools. |
| | S7-8:4:2 | Using technology to collect, quantify, organize, and store observations (e.g., use of probe). |
| 1, 4 | S7-8:5:1 | Representing independent variable on the “X” axis and dependent variable on the “Y” axis. |
| 1, 4 | S7-8:5:2 | Determining a scale for a diagram that is appropriate to the task. |
| 1, 4 | S7-8:5:3 | Using technology to enhance a representation. |
| 1, 2, 4 | S7-8:6:1 | Identifying, considering and addressing experimental errors (e.g., errors in experimental design, errors in data collection procedures). |
| 1, 3, 4 | S7-8:7:1 | Using scientific concepts, models, and terminology to report results, discuss relationships, and propose new explanations. |
| 1, 3, 4 | S7-8:7:2 | Generating alternative explanations. |
| 1, 3, 4 | S7-8:7:4 | Sharing conclusion/summary with appropriate audience beyond the research group. |
| 1, 2, 3, 4 | S7-8:7:5 | Using mathematical analysis as an integral component of the conclusion. |
| 1, 4 | S7-8:8:1 | Identifying additional data that would strengthen an investigation. |
| 1, 2, 3, 4 | S7-8:8:3 | Explaining relevance of findings (e.g., So what?) to the local environment (community, school, classroom). |
| 1, 4 | S7-8:8:4 | Devising recommendations for further investigation and making decisions based on evidence for experimental results. |
| All lessons | S7-8:33:1 | Explaining that energy from the sun is transferred and utilized in plant and animal cells through chemical changes and then transferred into other forms such as heat (e.g., using a word equation rather than a chemical equation). |
| 3, 4 | S7-8:41:1 | Explaining how the human body responds to environmental or biological factors to maintain internal equilibrium. |

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| Vermont Mathematics G.E.s: Grades 6, 7, 8 | | |
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| Grade 6 | | |
| Lesson | G.E. | Statement |
| 2, 3, 4 | M6:1:2 | Demonstrates conceptual understanding of proportional reasoning, and fluently moves between equivalent representations of commonly used fractions and decimals. |
| 1, 2, 3, 4 | M6:4 | Accurately solves problems involving single or multiple operations on fractions (proper, improper, and mixed), or decimals; and addition or subtraction of integers; percent of a whole; or problems involving greatest common factor or least common multiple. |
| 1, 2, 3, 4 | M6:7 | Estimates and evaluates the reasonableness of solutions appropriate to grade level. |
| 1, 2, 3, 4 | M6:8 | Applies properties of numbers (factor, multiple, prime, composite, greatest common factor [GCF], least common multiple [LCM], composition/decomposition), divisibility, remainders), and commutative and associative properties of operations to solve problems and to simplify computations. |
| 2 | M6:15 | Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands. |
| 1, 2, 3, 4 | M6:21 | Demonstrates conceptual understanding of algebraic expressions by using letters to represent unknown quantities to write linear algebraic expressions involving two or more of the four operations and consistent with order of operations expected at this grade level; or by evaluating linear algebraic expressions (including those with more than one variable); or by evaluating an expression within an equation (e.g., determine the value of y when $x = 4$ given $y = 3x - 2$). |
| 1, 4, 5 | M6:23 | Interprets a given representation (circle graphs, line graphs, or stem-and-leaf plots) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. |
| 1, 4, 5 | M6:25 | Organizes and displays data using bar graphs, tables, frequency tables, line plots, circle graphs, and stem-and-leaf plots to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions. |
| 1, 3, 4 | M6:28 | In response to a teacher- or student-generated question, makes a hypothesis, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connection to real-world situations |
| 1, 2, 3, 4 | M6: 30 | Demonstrate understanding of mathematical problem solving and communication through: <ul style="list-style-type: none"> • Approach & Reasoning—The reasoning, strategies, and skills used to solve the problem; • Connections—Demonstration of observations, applications, extensions, and generalizations; • Solution—All of the work that was done to solve the problem, including the answer; • Mathematical Language—The use of mathematical language in communicating the solution; • Mathematical Representation—The use of mathematical representation to communicate the solution; and • Documentation—Presentation of the solution. |
| Grade 7 | | |

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| Lesson | G.E. | Statement |
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| 2, 3, 4 | M7:1 | Demonstrates conceptual understanding of rational numbers with respect to percents as a means of comparing the same or different parts of the whole when the wholes vary in magnitude using models, explanations, or other representations. |
| 1, 2, 3, 4 | M7:4 | Accurately solves problems involving proportional reasoning; percents involving discounts, tax, or tips; and rates. |
| 1, 2, 3, 4 | M7:7 | Estimates and evaluates the reasonableness of solutions appropriate to grade level. |
| 1, 2, 3, 4 | M7:8 | Applies properties of numbers (greatest common factor [GCF], least common multiple [LCM], composition/decomposition, divisibility, prime factorization, inverses, and identities), and commutative, distributive, and associative properties of operations, and exponents using powers of ten and scientific notation to solve problems and to simplify computations |
| 2 | M7:15 | Measures and uses units of measures appropriately and consistently when solving problems across the content strands. Makes conversions within systems. |
| 1, 2, 3, 4 | M7:21 | Demonstrates conceptual understanding of algebraic expressions by using letters to represent unknown quantities to write algebraic expressions (including those with whole-number exponents or more than one variable); or by evaluating algebraic expressions (including those with whole-number exponents or more than one variable); or by evaluating an expression within an equation (e.g., determine the value of y when $x = 4$ given $y = 5x^3 - 2$). |
| 1, 4, 5 | M7:23 | Interprets a given representation (circle graphs, scatter plots that represent discrete linear relationships, or histograms) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. |
| 1, 4, 5 | M7:25:1 | Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M7: 23. |
| 1, 4, 5 | M7:25:2 | Organizes and displays data using line graphs or histograms, bar graphs, tables, frequency tables, line plots, and stem-and-leaf plots to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions. |
| 1, 3, 4 | M7:28 | In response to a teacher- or student-generated question, makes a hypothesis, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connection to real-world situations |
| 1, 2, 3, 4 | M7: 30 | Demonstrate understanding of mathematical problem solving and communication through: <ul style="list-style-type: none"> • Approach & Reasoning—The reasoning, strategies, and skills used to solve the problem; • Connections—Demonstration of observations, applications, extensions, and generalizations; • Solution—All of the work that was done to solve the problem, including the answer; • Mathematical Language—The use of mathematical language in communicating the solution; • Mathematical Representation—The use of mathematical representation to communicate the solution; and • Documentation—Presentation of the solution. |
| Grade 8 | | |
| Lesson | G.E. | Statement |

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| 2, 3, 4 | M8:1 | Demonstrates conceptual understanding of rational numbers with respect to percents as a way of describing change (percent increase and decrease) using explanations, models, or other representations. |
| 1, 2, 3, 4 | M8:4 | Accurately solves problems involving proportional reasoning. |
| 1, 2, 3, 4 | M8:7 | Estimates and evaluates the reasonableness of solutions appropriate to grade level. |
| 1, 2, 3, 4 | M8:8 | Applies properties of numbers (greatest common factor [GCF], least common multiple [LCM], prime factorization, divisibility, inverses, and identities), and commutative, distributive, and associative properties of operations to solve problems and to simplify computations. |
| 2 | M8:15 | Measures and uses units of measures appropriately and consistently when solving problems across the content strands. Makes conversions within or across systems. |
| 1, 4 | M8:19 | Identifies and extends to specific cases a variety of patterns (linear and nonlinear) represented in models, tables, sequences, graphs, or in problem situations; and generalizes a linear relationship (nonrecursive explicit equation); generalizes a linear relationship to find a specific case; generalizes a nonlinear relationship using words or symbols; or generalizes a common nonlinear relationship to find a specific case. |
| 1, 2, 3, 4 | M8:21 | Demonstrates conceptual understanding of algebraic expressions by evaluating and simplifying (including those with square roots, whole-number exponents, or rational numbers). |
| 1, 4, 5 | M8:23 | Interprets a given representation (line graphs, scatter plots, histograms, or box-and-whisker plots) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. |
| 1, 3, 5 | M8:28 | In response to a teacher- or student-generated question, makes a hypothesis, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connection to real-world situations |
| 1, 2, 3, 4 | M8: 30 | Demonstrate understanding of mathematical problem solving and communication through: <ul style="list-style-type: none"> • Approach & Reasoning—The reasoning, strategies, and skills used to solve the problem; • Connections—Demonstration of observations, applications, extensions, and generalizations; • Solution—All of the work that was done to solve the problem, including the answer; • Mathematical Language—The use of mathematical language in communicating the solution; • Mathematical Representation—The use of mathematical representation to communicate the solution; and • Documentation—Presentation of the solution. |
| Vermont Reading G.E.s: Grades 6, 7, 8 | | |
| Lesson | G.E. | Statement |
| All lessons | R6:5 R7:5 R8:5 | Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge). |
| All lessons | R6:6:3 R7:6:3 R8:6:2 | Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary. |

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| All lessons | R6:7 R7:7 R8:7 | Uses comprehension strategies (flexibly and as needed) while reading literary and informational text. |
| All lessons | R6:12:1 R7:12:1 R8:12:1 | Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations). |
| All lessons | R6:12:2 R7:12.2 R8:12:2 | Using information from the text to answer questions: related to main/central ideas or key details (6); to state the main/central ideas, or to provide supporting details (7 & 8). |
| All lessons | R6:12:3 R7:12:3 R8:12:3 | Organizing information to show understanding (6 & 7) or relationship among facts, ideas, and events (8) (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting, or outlining). |
| All lessons | R6:16:1 R7:16:1 R8:16:1 | Connecting information within a text or across texts (6). Explaining connections about information with a text, across texts, or to related ideas (7 & 8). |
| All lessons | R6:16:2 R7:16:2 R8:16:2 | Synthesizing (6) and evaluating (7 & 8) information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas). |
| All lessons | R6:16:3 R7:16:3 R8:16:3 | Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message (6 & 7); explaining how purpose may affect the interpretation of the text (8); or forming and supporting opinions/judgments and assertions about central ideas that are relevant. |
| All lessons | R6:16:4 R7:16:4 R8:16:4 | Distinguishing fact from opinion, and identifying possible bias/propaganda (6) or conflicting information within or across texts (7 & 8). |
| All lessons | R6:16:5 R7:16:5 R8:16:5 | Making inferences about causes or effects. |
| All lessons | R6:19 R7:19 R8:19 | Demonstrates participation in a literate community by... <ul style="list-style-type: none"> • Self-selecting reading materials in line with reading ability and personal interests • Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others. |
| Vermont Writing G.E.s: Grades 6, 7, 8 | | |
| Lesson | G.E. | Statement |
| All lessons | W6:2:1 W7:2:1 W8:2:1 | Applying rules of standard English usage to correct grammatical errors. |

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| All lessons | W6:2:2 W7:2:2 W8:2:2 | Applying basic (6) capitalization rules (7 & 8). |
| All lessons | W6:2:3 W7:2:3 W8:2:3 | Using punctuation to clarify meaning (6). Applying appropriate punctuation to various sentence patterns to enhance meaning (7 & 8). |
| All lessons | W6:3:1 W7:3:1 W8:3:1 | Independently applying spelling knowledge in proofreading and editing of writing. |
| All lessons | W6:4:2 W7:4:2 W8:4:2 | Using the paragraph form: indenting, main idea, supporting details. |
| All lessons | W6:4:4 W7:4:4 W8:4:4 | Using a format and text structure appropriate to the purpose of the writing. |
| All lessons | W6:5:1 W7:5:1 W8:5:1 | Selecting appropriate information to set context/background (6). Selecting and summarizing key ideas to set context (7 & 8). |
| All lessons | W6:5:2 | Summarizing key ideas. |
| All lessons | W6:5:3 W7:5:2 W8:5:2 | Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts (6), or the broader world of ideas by referring to and explaining relevant ideas (7 & 8). |
| All lessons | W6:6:1 W7:6:1 W8:6:1 | Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question. |
| All lessons | W6:6:2 W7:6:2 W8:6:2 | Using specific details and references to text or relevant citations to support focus or judgment. |
| All lessons | W6:7:1 W7:7:1 W8:7:1 | Organizing ideas using transition words/phrases and writing a conclusion that provides closure (6 & 7); drawing a conclusion by synthesizing information (e.g., demonstrating a connection to the broader world of ideas) (8). |
| All lessons | W8:7:4 | Excluding loosely related or extraneous information. |
| 1, 3, 4 | W6:8:1 W7:8:1 W8:8:1 | Using an organizational text structure appropriate to focus/controlling idea. |
| 1, 3, 4 | W6:8:2 W7:8:2 | Selecting appropriate information to set context throughout the report; may include a lead/hook. |

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| | W8:8:2 | |
| 1, 3, 4 | W6:8:3 W7:8:4 W8:8:4 | Writing a conclusion: that provides closure (6 & 0; by synthesizing information from the report (8). |
| 1, 3, 4 | W6:9:1 W7:9:1 W8:9:1 | Stating and maintaining a focus/controlling idea/thesis (purpose). |
| 1, 3, 4 | W6:10:1 W7:10:1 W8:10:1 | Including facts and details relevant to focus/controlling idea, and excluding extraneous information. |
| 1, 3, 4 | W6:10:2 W7:10:2 W8:10:2 | Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images. |
| 1, 3, 4 | W7:10:3 W8:10:3 | Commenting on the significance of the information, when appropriate. |
| 1, 4 | W6:13:3 W7:13:3 W8:13:3 | Using details and examples to help the reader understand and visualize the process. |
| 1, 4 | W6:13:5 W7:13:5 W8:13:5 | Providing a conclusion that advances the reader's understanding or appreciation of the process. |
| 5 | W6:15:1 W7:15:2 W8:15:2 | Restating the issue or problem and (6) stating a clear position (purpose) in persuasive writing (7). Stating and maintaining a clear position on the problem (purpose) (8). |
| 5 | W6:16:1 W7:16:2 W8:16:2 | Providing and elaborating on with convincing (7 & 8) and appropriate (6) facts and details. |
| 5 | W6:16:2 W7:16:3 W8:16:3 | Addressing the reader's potential concerns or counterarguments. |
| Vermont Health Education G.E.s: Grades 7 & 8 | | |
| Lesson | G.E. | Statement |
| 5 | FSSH:HE4:a | Analyzing school and community health services available for support and information for a variety of health issues. |
| 4, 5 | FSSH:HE4:b | Analyzing the validity of health information, products, and services from a variety of sources including the Internet. |
| 3 | FSSH:HE5:c | Demonstrating ways to influence and support others in making positive health choices. |
| 2, 3, 4, 5 | NPA:HE1:a | Developing strategies for healthy practices to maintain or improve health, (e.g., healthy food preparation techniques, |

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| | | incorporating enjoyable moderate-intensity physical activities into daily routine). |
| All lessons | NPA:HE2:a | Explaining the relationship between healthy eating habits, hydration, and physical activity and the prevention of disease. |
| 3, 4, 5 | NPA:HE2:b | Analyzing the effects that risky behaviors have on personal health, (e.g., eating disorders affect on personal health, health-related conditions due to the lack or excess of certain nutrients and food supplements and lack of exercise). |
| 3, 4, 5 | NPA:HE3:a | Analyzing how messages from media, school, family, and peers influence eating behaviors, food choices and exercise. |
| All lessons | NPA:HE5:a | Demonstrate the ability to use a variety of communication methods for accurately expressing information and ideas about healthy eating and physical activity. |
| 5 | NPA:HE6:a | Making a personal plan for improving one's nutrition and incorporating physical activity into daily routines. |
| 1, 2, 3, 5 | NPA:HE7:a | Describing how their decisions impact the health of themselves and others, (e.g., poor food handling practices, short-term consequences of unhealthy food choices). |
| 3, 5 | PHW:HE1:a | Developing strategies and skills for healthy practices and behaviors that will maintain or improve the health of self and others. |
| 4, 5 | PHW:HE2:a | Describing how lifestyle, pathogens, family history and other risk factors are related to the cause and prevention of disease and other health problems. |
| 4, 5 | PHW:HE2:b | Explaining the relationship between positive health behaviors and the prevention of disease, (e.g., importance of sleep and rest, daily health care practices, healthy diet and physical activity). |
| 4, 5 | PHW:HE2:d | Differentiating between communicable, chronic and degenerative disease processes. |
| 5 | PHW:HE3:a | Analyzing the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services. |
| 5 | PHW:HE6:a | Developing a plan to attain personal health goals by addressing results of a personal health assessment, (e.g., personal strengths, values, beliefs, needs and health risks). |
| 3 | PHW:HE7:a | Demonstrating individual and collaborative decision-making processes to resolve health problems. |