

Participation, Supported Independence, and Functional Independence Science Extended Benchmarks (EBs)

FINAL VERSION 9/17/07 (Pages 10 & 11 updated 11/26/07)

STRAND 2: REFLECTING ON SCIENTIFIC KNOWLEDGE

Background Information: The science benchmarks in this document are taken from the Michigan Curriculum Framework Science Content Benchmarks, 2000 version (MCF v.2000). These benchmarks have been extended for the MI-Access Functional Independence, Supported Independence, and Participation populations, and are presented in this document. The coding keys below explain abbreviations found throughout the document, including the benchmark and extended benchmark codes. If a cell contains **N/A**, the MCF v.2000 Benchmark was determined to be inappropriate to extend for the population and/or grade span by the MI-Access Science Assessment Plan Writing Team.

MCF v.2000 Science Elementary, Middle School, and High School (Grades K-12) Benchmark Organization				
STRAND 1 Constructing New Scientific Knowledge (C)	STRAND 2 Reflecting on Scientific Knowledge (R)	STRAND 3 Using Life Science Knowledge (L)	STRAND 4 Using Physical Science Knowledge (P)	STRAND 5 Using Earth Science Knowledge (E)
Standards				
CN: Constructing New Scientific Knowledge	RO: Reflecting on Scientific Knowledge	CE: Cells OR: Organization of Living Things HE: Heredity EV: Evolution EC: Ecosystems	ME: Matter and Energy CM: Changes in Matter MO: Motion of Objects WV: Waves and Vibrations	GE: Geosphere HY: Hydrosphere AW: Atmosphere and Weather SS: Solar System, Galaxy, and Universe

Extended Benchmark Coding Examples			
Extended Benchmark: R.RO.FI.EB.II.1.e.1a		Extended Benchmark: R.RO.FI.EB.II.1.m.2ADDh	
R	Reflecting on Scientific Knowledge	R	Reflecting on Scientific Knowledge
RO	Reflecting on Scientific Knowledge	RO	Reflecting on Scientific Knowledge
FI	Functional Independence	FI	Functional Independence
EB	Extended Benchmark	EB	Extended Benchmark
II.1.e.1	MCF v.2000 Benchmark	II.1.m.2	MCF v.2000 Benchmark
a	First Extended Benchmark in this document linked to MCF v.2000 Benchmark II.1.e.1	ADDh	This Extended Benchmark is linked to a middle school MCF v.2000 Benchmark (II.1.m.2) but has been added to high school.

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Science Extended Benchmarks (EBs)
FINAL VERSION 9/17/07**

SCIENCE			
STRAND: REFLECTING ON SCIENTIFIC KNOWLEDGE (R)			
STANDARD: REFLECTING ON SCIENTIFIC KNOWLEDGE (RO)			
<i>All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.</i>			
Level of Independence (Full, FI, SI, P) Assessable at: (Classroom/LEA/ISD, State)	Elementary School	Middle School	High School
MCF v.2000 Science Benchmark	<p>II.1.e.1 Develop an awareness of the need for evidence in making decisions scientifically.</p> <p><i>Key concepts:</i> (K-2) observations; (3-5) data, evidence, sample, fact, opinion.</p> <p><i>Real-world contexts:</i> Deciding whether an explanation is supported by evidence in simple experiments, or relies on personal opinion.</p>	<p>II.1.m.1 Evaluate the strengths and weaknesses of claims, arguments, or data.</p> <p><i>Key concepts:</i> Aspects of arguments such as data, evidence, sampling, alternate explanation, conclusion; inference, observation.</p> <p><i>Real-world contexts:</i> Deciding between alternate explanations or plans for solving problems; evaluating advertising claims or cases made by interest groups; evaluating sources of references.</p>	<p>II.1.h.1 Justify plans or explanations on a theoretical or empirical basis.</p> <p><i>Key concepts:</i> Aspects of logical argument, including evidence, fact, opinion, assumptions, claims, conclusions, observations.</p> <p><i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge.</p>
Functional Independence Extended Benchmark Classroom/LEA/ISD and State	<p>R.RO.FI.EB.II.1.e.1a Distinguish between observations and inferences in science.</p> <p><i>Key concepts:</i> Fact and opinion, observation, evidence, sample.</p> <p><i>Real-world contexts:</i> Printed advertisements, television commercials, radio.</p>	<p>R.RO.FI.EB.II.1.m.1a Evaluate the quality of evidence in making decisions scientifically.</p> <p><i>Key concepts:</i> Fact and opinion, observation, evidence, sample, data, conclusions.</p> <p><i>Real-world contexts:</i> Health/body systems, tobacco/alcohol abuse, food decisions, exercise decisions.</p>	<p>R.RO.FI.EB.II.1.h.1a Evaluate a plan based on the strengths and weaknesses of claims, arguments, or data.</p> <p><i>Key concepts:</i> Fact and opinion, observation, evidence, sample, data, draw conclusions.</p> <p><i>Real-world contexts:</i> Health/body systems, tobacco/alcohol abuse, food decisions, exercise decisions.</p>
Supported Independence Extended Benchmark Classroom/LEA/ISD	<p>R.RO.SI.EB.II.1.e.1a Distinguish between true and false.</p> <p><i>Key concepts:</i> Observation, true/false, common science misconceptions.</p> <p><i>Real-world contexts:</i> Observable facts, such as the sky is blue, the sun is hot.</p>	<p>R.RO.SI.EB.II.1.m.1a Distinguish between fact and opinion.</p> <p><i>Key concepts:</i> Fact/opinion, observation, collect data.</p> <p><i>Real-world contexts:</i> Preferences and favorites of soda pop amongst classmates.</p>	<p>R.RO.SI.EB.II.1.h.1a Identify data or observations that support an explanation.</p> <p><i>Key concepts:</i> Fact/opinion, observation, collect data, draw conclusions.</p> <p><i>Real-world contexts:</i> General scams (such as Internet, phone), rules vs. desires, safety—stranger danger.</p>
Participation Extended Benchmark	N/A	N/A	N/A

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FINAL VERSION 9/17/07**

SCIENCE			
STRAND: REFLECTING ON SCIENTIFIC KNOWLEDGE (R)			
STANDARD: REFLECTING ON SCIENTIFIC KNOWLEDGE (RO)			
<i>All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge:</i>			
Level of Independence (Full, FI, SI, P) Assessable at: (Classroom/LEA/ISD, State)	Elementary School	Middle School	High School
MCF v.2000 Science Benchmark	None	II.1.m.2 Describe limitations in personal knowledge. <i>Key concepts:</i> Recognizing degrees of confidence in ideas or knowledge from different sources, evaluating dates and sources of references. <i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge.	II.1.h.2 Describe some general limitations of scientific knowledge. <i>Key concepts:</i> Understanding of the general limits of science and scientific knowledge as constantly developing human enterprises; recognizing that arguments can have emotive, economic, and political dimensions as well as scientific. <i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge.
Functional Independence Extended Benchmark Classroom/LEA/ISD and State	N/A	R.RO.FI.EB.II.1.m.2a Recognize limitations in personal knowledge. <i>Key concepts:</i> Fact vs. opinion, when to ask for help, who to ask for help, where to get information. <i>Real-world contexts:</i> Career choices/interests, safety issues, social interactions, news.	R.RO.FI.EB.II.1.m.2ADDh Describe limitations in personal knowledge. <i>Key concepts:</i> Fact vs. opinion, when to ask for help, who to ask for help, where to get information. <i>Real-world contexts:</i> Career choices/interests, safety issues, social interactions, news.
Supported Independence Extended Benchmark Classroom/LEA/ISD and State	N/A	R.RO.SI.EB.II.1.m.2a Recognize limitations in personal knowledge/abilities. <i>Key concepts:</i> Fact/opinion, when to ask for help, who to ask for help, where to get information. <i>Real-world contexts:</i> Class selection, team sports, games, safety issues, social interactions.	R.RO.SI.EB.II.1.m.2ADDh Recognize limitations in personal knowledge/abilities. <i>Key concepts:</i> Fact/opinion, when to ask for help, who to ask for help, where to get information. <i>Real-world contexts:</i> Class selection, team sports, games, nutrition choices, career choices, safety issues, social interaction, news.

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<p align="center">Participation Extended Benchmark</p> <p align="center">Classroom/LEA/ISD</p>	<p align="center">N/A</p>	<p>R.RO.P.EB.II.1.m.2a Develop awareness of personal information.</p> <p><i>Key concepts:</i> Name, address, phone number.</p> <p><i>Real-world contexts:</i> Safety, advocacy.</p>	<p>R.RO.P.EB.II.1.m.2ADDh Develop awareness of personal information.</p> <p><i>Key concepts:</i> Name, address, phone number, names of family members.</p> <p><i>Real-world contexts:</i> Safety, advocacy.</p>
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FINAL VERSION 9/17/07**

SCIENCE			
STRAND: REFLECTING ON SCIENTIFIC KNOWLEDGE (R)			
STANDARD: REFLECTING ON SCIENTIFIC KNOWLEDGE (RO)			
<i>All students will show how science is related to other ways of knowing.</i>			
Level of Independence (Full, FI, SI, P) Assessable at: (Classroom/LEA/ISD, State)	Elementary School	Middle School	High School
MCF v.2000 Science Benchmark	<p>II.1.e.2 Show how science concepts can be illustrated through creative expression such as language arts and fine arts.</p> <p><i>Key concepts:</i> Poetry, expository work, painting, drawing, music, diagrams, graphs, charts.</p> <p><i>Real-world contexts:</i> Explaining simple experiments using paintings and drawings; describing natural phenomena scientifically and poetically.</p>	<p>II.1.m.3 Show how common themes of science, mathematics, and technology apply in real-world contexts.</p> <p><i>Key concepts:</i> Systems subsystems, feedback models, mathematical constancy, scale, conservation, structure, function, adaptation.</p> <p><i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge.</p>	<p>II.1.h.3 Show how common themes of science, mathematics, and technology apply in real-world contexts.</p> <p><i>Key concepts:</i> Systems subsystems, feedback models, mathematical constancy, scale, conservation, structure, function, adaptation.</p> <p><i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge.</p>
Functional Independence Extended Benchmark Classroom/LEA/ISD at all levels and State at middle and high school	<p>R.RO.FI.EB.II.1.e.2a Identify and/or show how simple science concepts can be illustrated through creative expression.</p> <p><i>Key concepts:</i> Drawing, painting, music, poetry.</p> <p><i>Real-world contexts:</i> Representing natural phenomena artistically, representing labs through art.</p>	<p>R.RO.FI.EB.II.1.m.3a Identify how science relates to the world around them.</p> <p><i>Key concepts:</i> Recycling, hygiene, measurement, seasons, population, transportation, conservation, weather.</p> <p><i>Real-world contexts:</i> Hand washing, using a microwave oven, choosing appropriate clothes for the weather, sorting paper/plastic.</p>	<p>R.RO.FI.EB.II.1.h.3a Identify how science relates to the world around them.</p> <p><i>Key concepts:</i> Technology, recycling, hygiene, measurement, seasons, population, transportation, conservation, weather, historical development of major scientific advancements.</p> <p><i>Real-world contexts:</i> Hand washing, using a microwave oven, choosing appropriate clothes for the weather, sorting paper/plastic, driving an automobile.</p>
Supported Independence Extended Benchmark Classroom/LEA/ISD at all levels and State at middle and high school	<p>R.RO.SI.EB.II.1.e.2a Identify and/or explore how simple science concepts can be illustrated through creative expression.</p> <p><i>Key concepts:</i> Drawing, painting, music, creative movements.</p> <p><i>Real-world contexts:</i> Representing natural phenomena artistically, representing labs through art.</p>	<p>R.RO.SI.EB.II.1.m.3a Identify the science concepts in common activities.</p> <p><i>Key concepts:</i> Hygiene, cooking, seasons, weather, recycling.</p> <p><i>Real-world contexts:</i> Hand washing, using a microwave oven, choosing appropriate clothes for the weather, sorting paper/plastic.</p>	<p>R.RO.SI.EB.II.1.h.3a Identify the science concepts in common activities.</p> <p><i>Key concepts:</i> Hygiene, cooking, seasons, weather, transportation.</p> <p><i>Real-world contexts:</i> Hand washing, using a microwave oven, choosing appropriate clothes for the weather.</p>

Participation, Supported Independence, and Functional Independence Science Extended Benchmarks (EBs) FINAL VERSION 9/17/07

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SCIENCE			
STRAND: REFLECTING ON SCIENTIFIC KNOWLEDGE (R)			
STANDARD: REFLECTING ON SCIENTIFIC KNOWLEDGE (RO)			
<i>All students will show how science is related to other ways of knowing.</i>			
Level of Independence (Full, FI, SI, P) Assessable at: (Classroom/LEA/ISD, State)	Elementary School	Middle School	High School
MCF v.2000 Science Benchmark	None	None	<p>II.1.h.4 Discuss the historical development of key scientific concepts and principles.</p> <p><i>Key concepts:</i> Historical, political, social, and economic factors influencing the development of science. See <i>Benchmarks for Science Literacy, AAAS, Chapter 10.</i></p> <p><i>Real-world contexts:</i> Historical development of key scientific theories.</p>
Functional Independence Extended Benchmark	N/A	N/A	N/A
Supported Independence Extended Benchmark	N/A	N/A	N/A
Participation Extended Benchmark	N/A	N/A	N/A

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Science Extended Benchmarks (EBs)
FINAL VERSION 9/17/07**

SCIENCE			
STRAND: REFLECTING ON SCIENTIFIC KNOWLEDGE (R)			
STANDARD: REFLECTING ON SCIENTIFIC KNOWLEDGE (RO)			
<i>All students will show how science and technology affect our society.</i>			
Level of Independence (Full, FI, SI, P) Assessable at: (Classroom/LEA/ISD, State)	Elementary School	Middle School	High School
MCF v.2000 Science Benchmark	<p>II.1.e.3 Describe ways in which technology is used in everyday life.</p> <p><i>Key concepts:</i> Provide faster and farther transportation and communication, organize information and solves problems, save time.</p> <p><i>Real-world contexts:</i> Cars, other machines, radios, telephones, computer games, calculators, appliances, e-mail, the World Wide Web.</p>	<p>II.1.m.4 Describe the advantages and risks of new technologies.</p> <p><i>Key concepts:</i> Risk, benefit, side effect, advantage, disadvantage.</p> <p><i>Real-world contexts:</i> Technological systems for manufacturing, transportation, energy distribution, housing, medicine (such as cloning, genetic engineering).</p>	<p>II.1.h.5 Explain the social and economic advantages and risks of new technology.</p> <p><i>Key concepts:</i> Cost-benefit analysis; See LO h.5 (health technology), PME-IV.1 h.1 (household and agricultural materials, EG-V.1 h.4 (resource use), LEC-III.5 h.6 (effects of urban development and agriculture on ecosystems), EAW-V.3 h.4 (air pollution), EH-V.2 h.2 (water pollution.)</p> <p><i>Real-world contexts:</i> Issues related to new technologies, including ones in health-care, transportation, communications, manufacturing, information and media.</p>
Functional Independence Extended Benchmark Classroom/LEA/ISD and State	<p>R.RO.FI.EB.II.1.e.3a Identify ways in which technology is used in everyday life.</p> <p><i>Key concepts:</i> Transportation, communication, household appliances.</p> <p><i>Real-world contexts:</i> Computer, Internet, calculator, television, appliances, automobile, plane.</p>	<p>R.RO.FI.EB.II.1.e.3ADDm Identify and/or describe ways in which technology is used in everyday life.</p> <p><i>Key concepts:</i> Transportation, communication, household appliances.</p> <p><i>Real-world contexts:</i> Computer, Internet, calculator, television, appliances, automobile, plane.</p>	<p>R.RO.FI.EB.II.1.m.4ADDh Identify the advantages and risks of technology in everyday life.</p> <p><i>Key concepts:</i> Risk, benefit, advantage, disadvantage, side effects.</p> <p><i>Real-world contexts:</i> Computer, Internet, appliances, telephone, driving an automobile, cooking, cleaning solvent.</p>
Supported Independence Extended Benchmark Classroom/LEA/ISD and State	<p>R.RO.SI.EB.II.1.e.3a Identify ways in which technology is used in everyday life.</p> <p><i>Key concepts:</i> How technology changes our lives.</p> <p><i>Real-world contexts:</i> Computer, calculator, television, appliances, telephone, hand-washing dishes/dishwasher, hand-sewing/sewing machine, handwriting/word processing.</p>	<p>R.RO.SI.EB.II.1.e.3ADDm Identify ways in which technology is used in everyday life.</p> <p><i>Key concepts:</i> Transportation, communication, household appliances.</p> <p><i>Real-world contexts:</i> Computer, Internet, calculator, television, appliances, telephone, automobile.</p>	<p>R.RO.SI.EB.II.1.m.4ADDh Identify the advantages and risks of everyday technology.</p> <p><i>Key concepts:</i> Transportation, communication, household appliances; risks, benefits, safety.</p> <p><i>Real-world contexts:</i> Computer, Internet, calculator, television, appliances, telephone, automobile.</p>

Participation, Supported Independence, and Functional Independence Science Extended Benchmarks (EBs) FINAL VERSION 9/17/07

Participation Extended Benchmark Classroom/LEA/ISD	<p>R.RO.P.EB.II.1.e.3a Identify and/or explore activities in which technology is used in everyday life.</p> <p><i>Key concepts:</i> Computer, television, appliances, assistive technology devices, toys.</p> <p><i>Real-world contexts:</i> Technology can enhance daily living.</p>	<p>R.RO.P.EB.II.1.e.3ADDm Identify and/or explore ways in which technology is used in everyday life.</p> <p><i>Key concepts:</i> Computer, television, appliances, assistive technology devices, video games.</p> <p><i>Real-world contexts:</i> Technology can enhance daily living and leisure activities.</p>	<p>R.RO.P.EB.II.1.e.3ADDh Identify and/or explore ways in which technology is used in everyday life.</p> <p><i>Key concepts:</i> Computer, television, appliances, assistive technology devices, video games, MP3 players.</p> <p><i>Real-world contexts:</i> Technology can enhance daily living, leisure, and vocational activities.</p>
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FINAL VERSION 9/17/07**

SCIENCE			
STRAND: REFLECTING ON SCIENTIFIC KNOWLEDGE (R)			
STANDARD: REFLECTING ON SCIENTIFIC KNOWLEDGE (RO)			
<i>All students will show how science and technology affect our society.</i>			
Level of Independence (Full, FI, SI, P) Assessable at: (Classroom/LEA/ISD, State)	Elementary School	Middle School	High School
MCF v.2000 Science Benchmark	<p>II.1.e.4 Develop an awareness of and sensitivity to the natural world.</p> <p><i>Key concepts:</i> Appreciation of the balance of nature and the effects organisms have on each other, including the effects humans have on the natural world.</p> <p><i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge appropriate to elementary school.</p>	<p>II.1.m.5 Develop an awareness of and sensitivity to the natural world.</p> <p><i>Key concepts:</i> Appreciation of the balance of nature and the effects organisms have on each other, including the effects humans have on the natural world.</p> <p><i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge appropriate to middle school.</p>	<p>II.1.h.6 Develop an awareness of and sensitivity to the natural world.</p> <p><i>Key concepts:</i> Appreciation of the balance of nature and the effects organisms have on each other, including the effects humans have on the natural world.</p> <p><i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge appropriate to high school.</p>
Functional Independence Extended Benchmark Classroom/LEA/ISD/ State	<p>R.RO.FI.EB.II.1.e.4a Develop an awareness of and sensitivity to the natural world.</p> <p><i>Key concepts:</i> Pollution, environment.</p> <p><i>Real-world contexts:</i> Pollution, environment, recycling.</p>	<p>R.RO.FI.EB.II.1.m.5a Develop an awareness of and sensitivity to the natural world.</p> <p><i>Key concepts:</i> Pollution, environment.</p> <p><i>Real-world contexts:</i> Recycling, wetlands, ground water, forest fires.</p>	<p>R.RO.FI.EB.II.1.h.6a Develop an awareness of and sensitivity to the natural world.</p> <p><i>Key concepts:</i> Pollution, environment.</p> <p><i>Real-world contexts:</i> Recycling, wetlands, ground water, epidemics.</p>
Supported Independence Extended Benchmark Classroom/LEA/ISD/ State	<p>R.RO.SI.EB.II.1.e.4a Develop an awareness of the natural world.</p> <p><i>Key concepts:</i> Nature, observation, personal safety.</p> <p><i>Real-world contexts:</i> Caring for environment, pollution, recycling; water safety.</p>	<p>R.RO.SI.EB.II.1.m.5a Develop an awareness of the natural world.</p> <p><i>Key concepts:</i> Nature, observation, environment, personal safety.</p> <p><i>Real-world contexts:</i> Caring for environment, pollution, recycling, habitats; water safety, weather safety.</p>	<p>R.RO.SI.EB.II.1.h.6a Develop an awareness of the natural world.</p> <p><i>Key concepts:</i> Preserving nature, community service, concept of conservation, personal safety.</p> <p><i>Real-world contexts:</i> Caring for environment, pollution, recycling, habitats; water safety, weather safety, yard maintenance.</p>

Participation, Supported Independence, and Functional Independence Science Extended Benchmarks (EBs) FINAL VERSION 9/17/07

<p style="text-align: center;">Participation Extended Benchmark</p> <p style="text-align: center;">Classroom/LEA/ISD/State</p>	<p>R.RO.P.EB.II.1.e.4a Develop an awareness of the natural world.</p> <p><i>Key concepts:</i> Indoors/outdoors, cold/hot, wet/dry.</p> <p><i>Real-world contexts:</i> Outdoor/pedestrian safety, outdoor games, water safety.</p>	<p>R.RO.P.EB.II.1.m.5a Develop an awareness of the natural world.</p> <p><i>Key concepts:</i> Indoors/outdoors, cold/hot, wet/dry.</p> <p><i>Real-world contexts:</i> Outdoor/pedestrian safety, outdoor games, water safety, plant care.</p>	<p>R.RO.P.EB.II.1.h.6a Develop an awareness of the natural world.</p> <p><i>Key concepts:</i> Indoors/outdoors, cold/hot, wet/dry.</p> <p><i>Real-world contexts:</i> Outdoor/pedestrian safety, outdoor games, water safety, plant/lawn care.</p>
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SCIENCE			
STRAND: REFLECTING ON SCIENTIFIC KNOWLEDGE (R)			
STANDARD: REFLECTING ON SCIENTIFIC KNOWLEDGE (RO)			
<i>All students will show how people of diverse cultures have contributed to and influenced developments in science.</i>			
Level of Independence (Full, FI, SI, P) Assessable at: (Classroom/LEA/ISD, State)	Elementary School	Middle School	High School
MCF v.2000 Science Benchmark	<p>II.1.e.5 Develop an awareness of contributions made to science by people of diverse backgrounds and cultures.</p> <p><i>Key concepts:</i> Scientific contributions made by people of diverse cultures and backgrounds.</p> <p><i>Real-world contexts:</i> Any in the sections on Using Scientific Knowledge appropriate to this benchmark.</p>	<p>II.1.m.6 Recognize the contributions made in science by cultures and individuals of diverse backgrounds.</p> <p><i>Key concepts:</i> Cultural contributions to science, contributions made by people of diverse backgrounds.</p> <p><i>Real-world contexts:</i> Biographies of minority and female scientists; histories of cultural contributions to science.</p>	<p>II.1.h.7 Describe the historical, political, and social factors affecting developments in science.</p> <p><i>Key concepts:</i> Historical, political, social, and economic factors influencing the development of science.</p> <p><i>Real-world contexts:</i> The development of the sun-centered model of the solar system and political pressures on Galileo; the development of Darwin's theory of evolution by natural selection.</p>
Functional Independence Extended Benchmark Classroom/LEA/ISD	<p>R.RO.FI.EB.II.1.e.5a Develop an awareness of contributions made to science by people of diverse backgrounds and cultures.</p> <p><i>Key concepts:</i> Scientific contributions made by people of diverse cultures and backgrounds.</p> <p><i>Real-world contexts:</i> Teacher providing examples—people with disabilities (Stephen Hawking, Einstein, Christopher Reeve), Special Olympics.</p>	<p>R.RO.FI.EB.II.1.m.6a Explore the contributions made in science by cultures and individuals of diverse backgrounds.</p> <p><i>Key concepts:</i> Cultural contributions to science, contributions made by people of diverse backgrounds.</p> <p><i>Real-world contexts:</i> Students using various resources, such as the Internet, biographies, periodicals.</p>	<p>R.RO.FI.EB.II.1.h.7a Identify key developments in science.</p> <p><i>Key concepts:</i> Key discoveries in science.</p> <p><i>Real-world contexts:</i> Students using various resources, such as the Internet, biographies, periodicals.</p>
Supported Independence Extended Benchmark	N/A	N/A	N/A
Participation Extended Benchmark	N/A	N/A	N/A