

<b>Title: Where'd They Get That</b>		<b>Alignment to IL Science Standards</b>
<b>Lesson Number</b>	<b>Lesson Title</b>	<a href="http://www.isbe.state.il.us/ils/science/pdf/goal12.pdf">http://www.isbe.state.il.us/ils/science/pdf/goal12.pdf</a>
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	Money Makes Cares	An appropriate alignment is not available for this lesson.
Lesson 3	How Long Could You Observe a Stinky Fish	An appropriate alignment is not available for this lesson.
Lesson 4	Are These Figures the Same?	An appropriate alignment is not available for this lesson.
Lesson 5	Why Does a Ball Keep Moving After You Throw It?	12.D.1 Apply scientific inquiries or technological designs to explore frames of reference for measuring motion, visualizing the possible reference frames in multiple motion examples, or comparing scope of motion (straight line, projectile, inclined, free fall, circular) of various objects.
		12.D.4 Apply scientific inquiries or technological designs to explore laws and theories associated with motion, comparing common situations to each of Newton's three laws of motion, using the appropriate units, introducing applications to Newton's Law of Universal Gravitation, or incorporating the variant of air resistance.
Lesson 6	How Straight Is Straight?	An appropriate alignment is not available for this lesson.
Lesson 7	How Does a Scientist Think?	13.B.3 Explore historic, multicultural societal influences on scientific discoveries and technological innovations, comparing the knowledge, skills, and methods of early and modern scientists in the sciences, or finding examples of rejection of scientific or technological advances by cultures based on belief systems.
Lesson 8	Do You Like Mathematics?	An appropriate alignment is not available for this lesson.
Lesson 9	Does the Universe Ever End?	13.A.2 Apply scientific habits of mind, generating questions and strategies to test science concepts using critical and creative thinking, identifying instances of how scientific reasoning, insight, skill, creativity, intellectual honesty, tolerance of ambiguity, skepticism, persistence, and openness to new ideas have been integral to scientific discoveries and technological improvements, or comparing scientist's work and habits of mind to work in other careers.
		13.B.3 Explore historic, multicultural societal influences on scientific discoveries and technological innovations, comparing the knowledge, skills, and methods of early and modern scientists in the sciences, or finding examples of rejection of scientific or technological advances by cultures based on belief systems.
Lesson 10	Why Do We Study Math?	An appropriate alignment is not available for this lesson.
Lesson 11	Symmetry: Can You Prove It?	An appropriate alignment is not available for this lesson.
Lesson 12	Should Scientists Experiment on Animals?	13.A.2 Apply scientific habits of mind, generating questions and strategies to test science concepts using critical and creative thinking, identifying instances of how scientific reasoning, insight, skill, creativity, intellectual honesty, tolerance of ambiguity, skepticism, persistence, and openness to new ideas have been integral to scientific discoveries and technological improvements, or comparing scientist's work and habits of mind to work in other careers.

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Lesson 13	Is That Reason Enough?	12.C.1 Apply scientific inquiries or technological designs to compare heat, light, and sound energies, distinguishing heat and temperature, their measurements, and the relationship to mass, recording temperatures of simple substances collected during melting/freezing or boiling/condensing to trace phase changes, identifying ways of production and travel for heat, light, and sound in various media, or relating sound reflection, loudness, frequency, and pitch in common examples.
Lesson 14	How Big Is Infinity?	13.A.2 Apply scientific habits of mind, generating questions and strategies to test science concepts using critical and creative thinking, identifying instances of how scientific reasoning, insight, skill, creativity, intellectual honesty, tolerance of ambiguity, skepticism, persistence, and openness to new ideas have been integral to scientific discoveries and technological improvements, or comparing scientist's work and habits of mind to work in other careers.
		13.B.3 Explore historic, multicultural societal influences on scientific discoveries and technological innovations, comparing the knowledge, skills, and methods of early and modern scientists in the sciences, or finding examples of rejection of scientific or technological advances by cultures based on belief systems.
Lesson 15	Why Do I Have To Prove It?	An appropriate alignment is not available for this lesson.
Lesson 16	Will the Sun Rise Tomorrow?	An appropriate alignment is not available for this lesson.
Lesson 17	Are Scientists Responsible for Their Inventions?	13.A.2 Apply scientific habits of mind, generating questions and strategies to test science concepts using critical and creative thinking, identifying instances of how scientific reasoning, insight, skill, creativity, intellectual honesty, tolerance of ambiguity, skepticism, persistence, and openness to new ideas have been integral to scientific discoveries and technological improvements, or comparing scientist's work and habits of mind to work in other careers.
		13.B.3 Explore historic, multicultural societal influences on scientific discoveries and technological innovations, comparing the knowledge, skills, and methods of early and modern scientists in the sciences, or finding examples of rejection of scientific or technological advances by cultures based on belief systems.
Lesson 18	Do Triangles Really Exist?	An appropriate alignment is not available for this lesson.