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**PA Common Core Standards- Grades 6-8**

**Alignment with HMS Kestrel Webcam Curricula**

**PA Core Standards- CC.1: PA Core: English Language Arts**

**Standard Area- CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**Grade Level- CC.1.4.6-8: Grades 6-8**

**CC.1.4.6.V:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CC.1.4.7.V:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**CC.1.4.8.V:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CC.1.4.6-8.X:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**PA Core Standards- CC.3: PA Core: Science and Technology Subjects**

**Standard Area- CC.3.6: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**Grade Level- CC.3.6.6-8: Grades 6-8**

**CC.3.6.6-8.E:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**CC.3.6.6-8.F:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CC.3.6.6-8.I:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Reading, Writing, Speaking, and Listening**

**Standard area- 1.4: Types of Writing**

**Grade Level- 1.4.6-8: Grades 6-8**

**1.4.6.C:** Write persuasive pieces.

* Include a clearly stated position or opinion.
* Include and develop supporting points using meaningful, convincing evidence, properly cited.

**1.4.7.C:** Write persuasive pieces.

* Include a clearly stated position or opinion.
* Include convincing, elaborated, and properly cited evidence.
* Identify appropriate persuasive techniques to anticipate reader concerns and arguments

**1.4.8.C:** Write persuasive pieces.

* Include a clearly stated position or opinion.
* Include convincing, elaborated, and properly cited evidence.
* Anticipate and counter reader concerns and arguments.

**Reading, Writing, Speaking, and Listening**

**Standard Area- 1.8: Research**

**Grade Level- 1.8.6-8: Grades 6-8**

**1.8.6.A:** Develop, with teacher guidance, an inquiry-based process in seeking knowledge.

**1.8.6.B:** Conduct inquiry and **research** on self-selected or assigned topics using a variety of appropriate media **sources** and strategies with teacher support.

**1.8.6.C:** Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to **sources.**

**1.8.7.A:** Develop, with teacher guidance, an inquiry-based process in seeking knowledge.

**1.8.7.B:** Conduct inquiry and **research** on self-selected or assigned topics, issues, or problems using a variety of appropriate media **sources** and strategies with teacher support.

**1.8.7.C:** Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to **sources.**

**1.8.8.A:** Develop an inquiry-based process in seeking knowledge.

**1.8.8.B:** Conduct inquiry and **research** on self-selected or assigned topics, issues, or problems using a variety of appropriate media **sources** and strategies.

**1.8.8.C:** Produce an organized product that presents and reflects on findings, draws sound conclusions, and gives proper credit to **sources.**

**Science, Technology, and Engineering Education**

**Standard Area- 3.1: Biological Sciences**

**Organizing Category- 3.1.A: Organisms and Cells**

**Grade Level- 3.1.6.A: Grade 6**

**3.1.6.A5:** Describe basic structures that plants and **animals** have that contribute to their ability to make or **find** **food** and reproduce.

**3.1.6.A9: Identify questions** that can be answered through scientific investigations and evaluate the

appropriateness of the questions.

Describe relationships using **inference** and prediction.

**Grade Level- 3.1.7.A: Grade 7**

**3.1.7.A2:** Describes how organisms obtain and use energy throughout their lives.

**3.1.7.A9: Identify questions** that can be answered through scientific investigations and evaluate the

appropriateness of the questions.

Describe relationships using **inference** and prediction.

**Grade Level- 3.1.8.A: Grade 8**

**3.1.8.A9:** Identify questions and concepts that guide scientific investigations.

**Environment and Ecology**

**Standard Area- 4.1: Ecology**

**Grade Level- 4.1.6: Grade 6**

**4.1.6.F:** **Identify questions** that can be answered through scientific investigations and evaluate the

appropriateness of the questions.

Describe relationships using **inference** and prediction.

**Grade Level- 4.1.7: Grade 7**

**4.1.7.A:** Describe symbiotic and predator/prey relationships.

**4.1.7.D:** Explain how**biological diversity** relates to the viability of **ecosystems**.

Explain how **biological diversity** relates to the ability of an **ecosystem** to adapt to change.

**4.1.7.F:** **Identify questions** that can be answered through scientific investigations and evaluate the

appropriateness of the questions.

Describe relationships using **inference** and prediction.

**Grade Level- 4.1.8: Grade 8**

**4.1.8.F:** Identify questions and concepts that guide scientific investigations.

**Environment and Ecology**

**Standard Area- 4.3: Natural Resources**

**Grade Level- 4.3.6: Grade 6**

**4.3.6.C:** Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions.

Describe relationships using inference and prediction.

**Grade Level- 4.3.7: Grade 7**

**4.3.7.C:** Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions.

Describe relationships using inference and prediction.

**Grade Level- 4.3.8: Grade 8**

**4.3.8.C:** Identify questions and concepts that guide scientific investigations.

**Environment and Ecology**

**Standard Area- 4.5: Humans and the Environment**

**Grade Level- 4.5.6: Grade 6**

**4.5.6.F:** Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions.

Describe relationships using inference and prediction.

**Grade Level- 4.5.7: Grade 7**

**4.5.7.F:** Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions.

Describe relationships using inference and prediction.

**Grade Level- 4.5.8: Grade 8**

**4.5.8.F:** Identify questions and concepts that guide scientific investigations.