

## Curriculum Correlation

### *Investigating Science 9* to Ontario Curriculum: Science, Grade 9, De-streamed (SNC1W)

#### Strand A: STEM Skills, Careers, and Connections

<i>Throughout this course, in connection with the learning in the Biology, Chemistry, Physics, and Earth and Space Science strands, students will:</i>			
Expectation	Degree of Fit	Chapter/Section References	Assessment Opportunities
<b>A1. STEM Investigation Skills:</b> apply scientific processes and an engineering design process in their investigations to develop a conceptual understanding of the science they are learning, and apply coding skills to model scientific concepts and relationships			
A1.1 apply a scientific research process and associated skills to conduct investigations, making connections between their research and the scientific concepts they are learning	High	Sections 2.1, 2.2, 3.1, 3.2 Section 9.1 Section 12.2	A1 Decision-Making Analysis, p. 66 A17 Design a Lab p. 82 A20 Decision-Making Analysis, p. 102 A24 Quick Lab, p. 115 Unit A Task, p. 122 C22 Quick Lab, p. 349 Unit C Task, p. 381 D30 Quick Lab, p. 496 Unit D Task, p. 505
A1.2 apply a scientific experimentation process and associated skills to conduct investigations, making connections between their observations and findings and the scientific concepts they are learning	High	Sections 2.2, 3.1, Sections 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, Sections 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 9.1, 9.2 Sections 10.1, 10.2, 10.3, 11.1, 11.2, 11.3	A17 Design a Lab, p. 82 A19 Quick Lab, p. 93 B2 Quick Lab, p. 137 B3 Inquiry Activity, p. 144 B4 Quick Lab, p.146 B5 Quick Lab, p. 149 B7 Inquiry Activity, p. 156 B8 Inquiry Activity, p. 158 B9 Design a Lab, p. 160 B10 Quick Lab, p. 169 B12 Quick Lab, p. 179 B13 Quick Lab, p. 186 B19 Inquiry Activity, p. 202 B21 Quick Lab, p. 215

			<p>B23 Quick Lab, p. 216 B25 Quick Lab, p. 227 Unit B Task, p. 245 C2 Quick Lab, p. 259 C4 Quick Lab, p. 266 C7 Quick Lab, p. 276 C8 Quick Lab, p. 279 C10 Quick Lab, p. 287 C11 Quick Lab, p. 295 C12 Inquiry Activity, p. 302 C13 Design a Lab, p. 303 C14 Quick Lab, p. 304 C15 Quick Lab, p. 307 C16 Inquiry Activity, p. 319 C18 Quick Lab, p. 323 C20 Quick Lab, p. 330 C24 Quick Lab, p. 350 C27 Quick Lab, p. 362 D2 Quick Lab, p. 395 D3 Inquiry Activity, p. 402 D4 Quick Lab, p. 405 D5 Quick Lab, p. 412 D6 Inquiry Activity, p. 413 D7 Inquiry Activity, p. 414 D10, Quick Lab, p. 424 D11 Quick Lab, p. 425 D12 Quick Lab, p. 433 D13 Quick Lab, p. 444 D14 Quick Lab, p. 445 D15 Design a Lab, p. 446 D16 Quick Lab, p. 449 D19 Quick Lab, p. 455 C20 Quick Lab, p. 456</p>
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			D21 Quick Lab, p. 459 D24 Inquiry Activity, p. 466
A1.3 apply an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems	Moderate  *Includes only a few activities that involve designing/building	Section 8.1 Section 11.2	C17 Problem-Solving Activity, p. 320 D17 Quick Lab, p. 453
A1.4 apply coding skills to investigate and to model scientific concepts and relationships	Absent		
A1.5 apply their knowledge and understanding of safe practices and procedures, including the Workplace Hazardous Materials Information System (WHMIS), while planning and carrying out hands-on investigations	High	Sections 2.1, 2.2 Sections 4.1, 4.2, 5.1, 5.2 Sections 7.3, 8.1, 8.2 Sections 10.3, 11.1, 11.2, 11.3	A11 Quick Lab, p. 53 A14 Quick Lab, p. 69 B2 Quick Lab, p. 137 B3 Inquiry Activity, p. 144 B4 Quick Lab, p.146 B5 Quick Lab, p. 149 B7 Inquiry Activity, p. 156 B8 Inquiry Activity, p. 158 B10 Quick Lab, p. 169 B12 Quick Lab, p. 179 B13 Quick Lab, p. 186 Unit B Task, p. 244 C8 Quick Lab, p. 279 C13 Design a Lab, p. 303 C16 Inquiry Activity, p. 319 D10 Quick Lab, p 424 D11 Quick Lab, p. 425 D12 Quick Lab, p. 433 D13 Quick Lab, p. 444 D15 Design a Lab, p. 446 D16 Quick Lab, p. 449

			D17 Quick Lab, p. 453 D18 Quick Lab, p. 454 D18 Skill Builder Activity, p. 454 D19 Inquiry Activity, p. 455 D20 Inquiry Activity, p. 456 D22 Inquiry Activity, p. 465 D24 Inquiry Activity, p. 46
<b>A2. Applications, Careers, and Connections:</b> analyse how scientific concepts and processes can be applied in practical ways to address real-world issues and in various careers, and describe contributions to science from people with diverse lived experiences			
A2.1 design an experiment or a prototype to explore a problem relevant to a STEM-related occupation, such as a skilled trade, using findings from research	Moderate/High  *D13 is relevant to a skilled trade—electrician	Section 2.1 Section 4.2 Section 8.1 Section 11.1	A17 Design a Lab, p. 82 B9 Design a Lab, p. 160 C13 Design a Lab, p. 303 D13 Design a Lab, p. 444
A2.2 describe how scientific innovations and emerging technologies, including artificial intelligence systems, impact society and careers	Moderate  *Does not mention Artificial intelligence. C26 discusses scientific innovations	Unit B Section 9.2 Unit C Unit D	Investigating Careers in Science, p. 162 C26 Quick Lab, p. 361 Investigating Careers in Science, p. 333 Investigating Careers in Science, p. 469
A2.3 analyse how the development and application of science is economically, culturally, and socially contextualized, by investigating real-world issues	High	Section 2.1, Section 4.2, Sections 5.3, 6.3 Sections 8.3, 9.3 Sections 10.3, 11.3, 12.1	A12 Decision-Making Analysis, p. 64 B6 STSE, p. 155 B16 STSE, p. 200 B18 Case Study Decision-Making Analysis, p. 201 B28 STSE, p. 236 B29 Case Study Decision-Making Analysis, p. 237 C19 STSE, p. 329 C29 STSE, p. 370 D9 STSE, p. 423 D22 STSE, p. 464

			D26 Case Study Decision-Making Analysis, p. 486 D27 Decision-Making Analysis, p. 488
A2.4 apply scientific literacy skills when investigating social and environmental issues that have personal, local, and/or global impacts	High	Sections 1.3, 2.2, 3.2, Sections 4.2, 5.3, 6.2 Sections 8.3, 9.3, 12.2	A1 STSE, p. 5 A8 STSE, p. 8 A15 STSE, p. 81 A22 STSE, p. 114 B6 STSE, p. 155 B16 STSE, p. 200 B28 STSE, p. 236 C1 STSE, p. 254 C19 STSE, p. 329 C29 STSE, p. 370 D9 STSE, p. 423 D22 STSE, p. 464
A2.5 analyse contributions to science by people from various communities, including communities in Canada	Moderate	Section 2.2 Section 4.2 Section 9.2	Investigating Careers in Science, p. 86 Investigating Careers in Science, p. 162 C26 STSE Quick Lab, p. 361

### Strand B: Biology—Sustainable Ecosystems and Climate Change

<i>By the end of this course, students will:</i>			
Expectation	Degree of Fit	Chapter/Section References	Assessment Opportunities
<b>B1. Relating Science to Our Changing World:</b> assess impacts of climate change on ecosystem sustainability and on various communities, and describe ways to mitigate these impacts			
B1.1 assess impacts of climate change on the sustainability of local and global ecosystems, describe local or global initiatives for combatting climate change, and identify solutions to address some of the impacts	Moderate/Low  *Focuses overall on sustainability and briefly mentions climate change	Section 2.1 Section 3.2	Chapter 2 Review, p. 88: 2 3.2 Check and Reflect, p. 116: 6, 10–12

	as one of many threats to ecosystems		
B1.2 assess impacts of climate change on communities in Canada, including First Nations, Métis, and Inuit communities	Absent		
B1.3 investigate and explain how sustainable practices used by various communities, including First Nations, Métis, and Inuit communities, reflect an understanding of the importance of the dynamic equilibrium of ecosystems	Absent		
<b>B2. Investigating and Understanding Concepts:</b> demonstrate an understanding of the dynamic and interconnected nature of ecosystems, including how matter cycles and energy flows through ecosystems			
B2.1 investigate interactions between the biosphere, hydrosphere, lithosphere, and atmosphere, and explain why these interactions are important for ecosystem sustainability	High	Section 1.1 Section 1.2	1.1 Check and Reflect, p. 21: 14 1.2 Check and Reflect, p. 35: 4–6,  Chapter 1 Review, p. 48: 4, 17, 18 Unit A Review, p. 124: 1, 4, 5, 7, 19, 42
B2.2 explain how naturally occurring phenomena, including the cycling of matter and the flow of energy, contribute to the dynamic equilibrium within and between ecosystems	Moderate/High  *Does not define “dynamic equilibrium” only defines “equilibrium”	Section 1.2 Section 1.3	1.2 Check and Reflect, p. 35: 4–7, 11–13, 15  1.3 Check and Reflect, p. 46: 2, 4, 5–8 Chapter 1 Review, p. 48: 3, 18 Unit A Review, p. 124: 3, 20–22, 35
B2.3 compare and contrast the processes of cellular respiration and photosynthesis, and explain how their complementary relationship contributes to the dynamic equilibrium of ecosystems	Moderate/High  *Does not mention dynamic equilibrium	Section 1.2	1.3 Check and Reflect, p. 35: 3, 10, 12, 14  Chapter 1 Review, p. 48: 17, 18 Unit A Review, p. 124
B2.4 investigate factors and processes, including biodiversity, air and water quality, soil health, and succession, and explain	Moderate	Section 2.1 Section 2.2	2.1 Check and Reflect, p. 67: 2, 7, 9, 10 2.2 Check and Reflect, p. 85: 1–8, 10–15

how they contribute to ecosystem sustainability	*Does not address succession		Chapter 2 Review, p. 88: 4, 6, 7, 8, 11, 13, 14, 15, 17, 21 Unit A Review, p. 124: 5, 12, 16
B2.5 explain the effects of various human activities on the dynamic equilibrium of ecosystems	Moderate/High  *Does not address dynamic equilibrium	Sections 2.2	2.2 Check and Reflect, p. 85: 4, 11, 12, 14, 15 Chapter 2 Review, p. 88: 5, 7–9, 11 Unit A Review, p. 88: 2, 4, 5, 7, 8–13, 15–17
B2.6 identify and use various indicators of climate change to describe the impacts of climate change on local and global ecosystems, and analyse how human activities contribute to climate change	Low  *Chapter 2 focuses on sustainability rather than climate change	Section 2.1	Chapter 2 Review, p. 88: 4
B2.7 explain how sustainable practices related to the cycling of matter and the flow of energy can be applied in agricultural innovations	Moderate/High  *Does not directly mention cycling of matter and flow of energy	Section 3.2	3.2 Check and Reflect, p. 116: 3, 5–7, 13 Unit A Review p. 124: 12, 14, 16, 32, 44

### Strand C: Chemistry—The Nature of Matter

<i>By the end of this course, students will:</i>			
Expectation	Degree of Fit	Chapter/Section References	Assessment Opportunities
<b>C1. Relating Science to Our Changing World:</b> assess social, environmental, and economic impacts of the use of elements, compounds, and associated technologies			
C1.1 assess social, environmental, and economic impacts of processes associated with the life cycle of consumer products, considering the elements and compounds used to make them, and suggest ways to	Moderate/High  *Most content is not directly related to life	Section 6.3	B27 Quick Lab, p. 231 B28 STSE, p. 236 B29 Case Study Decision-Making Analysis, p. 237

enhance positive impacts and/or minimize negative impacts	cycles of consumer products		6.3 Check and Reflect, p. 238: 2, 3, 5–8, 10–17
C1.2 analyse impacts of using emerging chemical technologies in various fields, including in the skilled trades, and assess factors that influence the development of these technologies	Low  *Skilled trade is mentioned but doesn't use emerging technology. Great Canadians in Science discusses emerging technologies but not in relation to skilled trades	Section 4.2	Investigating Careers in Science, p. 162
<b>C2. Investigating and Understanding Concepts:</b> demonstrate an understanding of the nature of matter, including the structure of the atom, physical and chemical properties of common elements and compounds, and the organization of elements in the periodic table			
C2.1 investigate properties, changes, and interactions of matter that are important for the dynamic equilibrium of ecosystems and their sustainability	Moderate/High  *Does not mention dynamic equilibrium, ecosystems, or sustainability. Focus is on physical and chemical properties of matter.	Section 4.1 Section 4.2	4.1 Check and Reflect, p. 147: 1–12 4.2 Check and Reflect, p. 161: 1–11 Chapter 4 Review, p. 164: 1–19 Unit B Review, p. 246: 1–7, 24–29, 31
C2.2 research the role of experimental evidence in the development of various atomic models, and compare and contrast different models of the atom	Moderate/High  * Text includes content on development. The Quick Lab covers the "research" but doesn't emphasize "the role of experimental evidence"	Section 5.1	B11 Quick Lab, p. 176 5.1 Check and Reflect, p. 177: 3 Unit B Review, p. 246: 8, 9, 10



C2.3 identify the location, relative mass, and charge of subatomic particles within an atom, using the Bohr-Rutherford model	High	Section 5.1	5.1 Check and Reflect, p. 177: 2, 4, 6, 8, 11 Chapter 5 Review, p. 206: 2, 3 Unit B Review, p. 248: 42, 53, 61
C2.4 explain the relationship between the position of an element in the periodic table and the structure of its atoms, using models	High	Section 5.3	B15 Quick Lab, p. 189 B17 Quick Lab, p. 200 5.3 Check and Reflect, p. 204: 10 Chapter 5 Review p. 206: 8, 9 Unit B Review, p. 246: 12, 13, 16, 17
C2.5 investigate the physical and chemical properties of elements, and use their findings to relate these properties to the organization of the periodic table, classify elements, and identify patterns in the periodic table	High	Section 5.2 Section 5.3	5.2 Check and Reflect, p. 187: 1, 2, 6–9 5.3 Check and Reflect, p. 204: 1–5, 7, 8, 10(d), 11–13 Chapter 5 Review, p. 206: 11, 12, 14, 16–18 Unit B Review, p. 246: 14, 15, 18, 35, 43, 44, 59
C2.6 investigate and describe physical and chemical properties of elements and compounds, including those that make up common household products	Moderate/High  *Does not include information on common household products	Section 4.2 Section 6.1	4.2 Check and Reflect, p. 161: 1–11 Chapter 4 Review, p. 164: 4, 5, 7, 9, 10, 12 13, 17 6.1 Check and Reflect, p. 217: 8, 12 Chapter 6 Review, p. 240: 11(b) Unit B Review, p. 246: 4, 7, 24, 25, 26, 27, 28, 29, 32, 40 Unit B Review, p. 246: 3, 4, 7, 14, 15, 24–29, 31, 41, 45, 47, 51, 62, 65
C2.7 describe the relationship between the structure of simple compounds and their chemical formulas	High	Section 6.1 Section 6.2	6.1 Check and Reflect, p. 217: 2–7, 9, 10 6.2 Check and Reflect, p. 229: 1, 3–6, 8, 9 Chapter 6 Review, p. 240: 2, 4–11 Unit B Review, p. 246: 21, 22, 33, 37–40, 55, 57, 58

#### Strand D: Physics—Principles and Applications of Electricity

*By the end of this course, students will:*

Expectation	Degree of Fit	Chapter/Section References	Assessment Opportunities
<b>D1. Relating Science to Our Changing World:</b> assess social, environmental, and economic impacts of electrical energy production and consumption, and describe ways to achieve sustainable practices			
D1.1 assess social, environmental, and economic benefits and challenges resulting from the production of electrical energy from various sources	High	Section 12.1	D26 Decision-Making Analysis, p. 486 D27 Decision-Making Analysis, p. 488 12.1 Check and Reflect, p. 489: 11 Chapter 12 Review, p. 500: 1, 2, 9 Unit D Task, p. 504 Unit D Review, p. 506: 63–65
D1.2 evaluate how electrical energy production and consumption impact various communities locally or globally, and describe ways to achieve sustainable practices	High	Section 12.1	D26 Decision-Making Analysis, p. 486 D27 Decision-Making Analysis, p. 488 12.1 Check and Reflect, p. 489: 11 Chapter 12 Review, p. 500: 3 Unit D Task, p. 504
D1.3 develop a plan of action to address a local or global electrical energy production or consumption issue, including strategies for energy conservation	Moderate	Section 12.2	12.2 Check and Reflect, p. 498: 16 Chapter 12 Review, p. 500: 16–19 Unit D Task, p. 504 Unit D Review, p. 506: 66, 67
D1.4 analyse social, environmental, and economic impacts of emerging technologies related to electrical energy production, consumption, storage, and conservation	Moderate  *Mentions fluorescent light bulbs in D31, but does not include new or “emerging technology”	Section 12.2	D29 STSE, p. 496 D31 Quick Lab, p. 497 12.2 Check and Reflect, p. 498: 16 Unit D Task, p. 504 Unit D Review, p. 506: 63
<b>D2. Investigating and Understanding Concepts:</b> demonstrate an understanding of the nature of electric charges, including properties of static and current electricity			
D2.1 conduct investigations to explain the behaviour of electric charges in static and current electricity, and to relate the	High	Sections 10.1, 10.2	D2 Quick Lab, p. 395 D3 Inquiry Activity, p. 402 10.1 Check and Reflect, p. 403: 1– 6, 10, 11 D4 Quick Lab, p. 405

observed behaviour to the properties of subatomic particles and atomic structure			D5 Quick Lab, p. 412 D6 Quick Lab, p. 413 D7 Quick Lab, p. 414 10.2 Check and Reflect, p. 415: 2–9 Chapter 10 Review, p. 428: 1–7, 10, 12–21 D12 Quick Lab, p. 433 Unit D Review, p. 506: 2–12, 45, 47
D2.2 determine the conductivity of various materials by investigating their ability to hold or transfer electric charges	High	Sections 10.1, 11.1	10.1 Check and Reflect, p. 403: 7, 8, 9 Chapter 10 Review, p. 428: 12 D15 Design a Lab: p. 446 11.1 Check and Reflect, p. 447: 8, 10 Chapter 11 Review, p. 470: 13, 14 Unit D Review, p. 506: 17, 18, 43
D2.3 identify the components of a direct current (DC) circuit and explain their functions, and identify electrical quantities, their symbols, and their corresponding International System of Units (SI) units	High	Sections 11.1, 11.2	11.1 Check and Reflect, p. 447: 1–3, 7–12 11.2 Check and Reflect, p. 457: 2, 3 Chapter 11 Review, p. 470, 1, 2, 6, 7 Unit D Review, p. 506: 16, 19
D2.4 investigate the relationships between electric current, potential difference, and resistance in electrical circuits, and develop a mathematical model to represent the relationships	High	Sections 11.1, 11.3	D21 Quick Lab, p. 459 11.1 Check and Reflect, p. 447: 5, 8, 9, 13, 14 D23 Inquiry Activity, p. 465 11.3 Check and Reflect, p. 467: 1–7 Chapter 11 Review, p. 470: 16, 17 Unit D Review, p. 506: 16, 17, 18, 24, 25, 49, 52
D2.5 apply a mathematical model to calculate electric current, potential difference, and resistance in real-world situations	High	Section 11.3	11.3 Check and Reflect, p. 467: 8–12 Chapter 11 Review, p. 470: 8, 9, 11 Unit D Review, p. 506: 21, 22, 57–59, 61
D2.6 construct series and parallel circuits to compare electric current, potential difference, and resistance in both types of circuits	High	Section 11.2	D19 Inquiry Activity, p. 455 D20 Inquiry Activity, p. 456 11.2 Check and Reflect, p. 457: 1–7 Chapter 11 Review, p. 470: 3, 4, 5, 12

			Unit D Review, p. 506: 20, 23, 48, 50
D2.7 explain the difference between electricity and electrical energy	Absent		
D2.8 determine the efficiency of various electrical devices that consume or produce electrical energy, and identify the energy transformations in each device	Moderate  *Does not include information on identifying the energy transformations. Various energy sources for producing electricity are mentioned in 12.1, but does not include questions on the energy transformations	Section 12.2	12.2 Check and Reflect, p. 498: 5–7 Chapter 12 Review, p. 500: 7 Unit D Review, p. 506: 62

### Strand E: Earth and Space Science—Space Exploration

<i>By the end of this course, students will:</i>			
Expectation	Degree of Fit	Chapter/Section References	Assessment Opportunities
<b>E1. Relating Science to Our Changing World:</b> evaluate social, environmental, and economic impacts of space exploration and of technological innovations derived from space exploration			
E1.1 evaluate social, environmental, and economic impacts of space observation and exploration	High	Sections 9.2, 9.3	C31 STSE Decision-Making Activity, p. 372 9.3 Check and Reflect, p. 374: 1, 4, 6, 7, 9, 10 Chapter 9 Review, p. 376: 13, 19 Unit C Task, p. 380 Unit C Review, p. 382: 55, 62, 63

E1.2 evaluate how space observation and exploration technologies contribute to our understanding of climate change, natural disasters, and other phenomena	Moderate	Section 9.2	C25 Quick Lab, p. 353 (climate change is not mentioned by name but its effects are shown in photo) 9.2 Check and Reflect, p. 363: 8, 9, 10, 11 Chapter 9 Review, p. 376: 17
E1.3 assess ways in which technological innovations related to space observation and exploration are applied in various fields, including their contributions to sustainable practices on Earth	Moderate/High  *Does not mention sustainable practices	Section 9.2	C25 Quick Lab, p. 353 9.2 Check and Reflect, p. 363: 2, 5, 7–12 Chapter 9 Review, p. 376: 9, 15, Unit C Review, p. 382: 53, 54
<b>E2. Investigating and Understanding Concepts:</b> demonstrate an understanding of the components, characteristics, and associated phenomena of the solar system and the universe, and the importance of the Sun to processes on Earth			
E2.1 describe the importance of the Sun and its characteristics, including its role in the solar system and in sustaining life on Earth	Moderate/High  * Does not directly mention the importance of the sun in sustaining life on Earth, but this is covered indirectly in discussion of energy flow through ecosystems in Unit A Ch. 1.	Sections 7.1, 8.2, 8.3	Chapter 1 Review, p. 48: 17 (for the Sun's role in sustaining life) Unit A Review, p. 124: 4 7.1 Check and Reflect, p. 267: 2, 3 Chapter 7 Review, p. 290: 2(b) 8.2 Check and Reflect, p. 327: 1–5, 8.3 Check and Reflect, p. 331: 2, 3, 4, Chapter 8 Review, p. 334: 3, 4, 6, 7 Unit C Review, p. 382: 14, 15, 61
E2.2 explain how the Sun's energy causes natural phenomena on Earth, and how these phenomena contribute to renewable energy production	Moderate  *Section 8.3 does not mention the Sun's unequal heating of Earth causing wind. Does not include references to how winds, tides, and the	Sections 8.3, 12.1	8.3 Check and Reflect, p. 331: 4, 5, 7, Chapter 8 Review, p. 334: 8, 13, 21 Unit C Review p. 382: 14, 16, 42, 43 12.1 Check and Reflect, p. 489: 4, 5, 6 Chapter 12 Review, p. 500: 2, 16(a) Unit D Review, p. 506: 28, 30, 33, 65

	<p>seasons contribute to energy production. Section 12.1, covers solar, wind, and tidal energy, but does not mention the Sun's role in them.</p>		
E2.3 summarize observational evidence used to support theories about the origin and evolution of the universe and the solar system, considering diverse ways of knowing	<p>High</p> <p>*Limited content on diverse ways of knowing</p>	Sections 7.3, 9.1	<p>7.3 Check and Reflect, p. 288: 1, 2, 5–9</p> <p>Chapter 7 Review, p. 290: p. 7, 10–12, 16</p> <p>9.1 Check and Reflect, p. 351: 1–4</p> <p>Chapter 9 Review, p. 376: 1–3, 14</p> <p>Unit C Review, p. 382: 8, 22, 23, 48, 51, 59</p>
E2.4 describe major components of the solar system and the universe and compare their characteristics	High	Sections 7.1, 7.2, 8.1, 8.2, 8.3	<p>7.1 Check and Reflect, p. 267: 1, 6</p> <p>7.2 Check and Reflect, p. 276: 1–12</p> <p>Chapter 7 Review, p. 290: 2, 4–6, 13–15</p> <p>8.1 Check and Reflect, p. 305: 1–13</p> <p>8.2 Check and Reflect, p. 321: 7, 8</p> <p>8.3 Check and Reflect, p. 331: 1, 2,</p> <p>Chapter 8 Review, p. 334: 1–9, 11, 12, 14, 15, 17–22</p> <p>Unit C Review, p. 382: 5, 7, 9–13, 18–21, 25, 27, 36, 39, 40, 41, 44–47,</p>
E2.5 quantify distances in the solar system and the universe by applying an understanding of relative distances and sizes and using appropriate units of measure	High	Section 7.1	<p>7.1 Check and Reflect, p. 267: 4, 5, 12–14</p> <p>Chapter 7 Review, p. 290: 3</p> <p>Unit C Review, p. 382: 3, 4, 37, 38, 56</p>
E2.6 conduct investigations to explain the causes of various astronomical phenomena that can be observed from Earth	<p>High</p> <p>*Questions do not involve investigating the phenomena</p>	Section 8.3	<p>C18 Quick Lab, p. 323</p> <p>C20 Quick Lab, p. 330</p> <p>8.3 Check and Reflect, p. 331: 3, 5, 6–11</p> <p>Chapter 8 Review, p. 334: 12, 13</p> <p>Unit C Review, p. 382: 19–21, 48, 50, 61</p>

