



Science World[®] Meets TEKS (Grades 6–10)

Science World is not just a source of cutting-edge science news and rich expository texts for your curriculum. It also supports the Texas Essential Knowledge and Skills in key content areas and can be used to supplement lessons on both the Readiness and Supporting Standards. With exceptional articles, teacher materials, and online resources, *Science World* will help your students in middle school and high school develop skills in Science, Social Studies, and English Language Arts.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
ENGLISH LANGUAGE ARTS		
<p>Reading Fluency (6.1, 7.1, 8.1)</p>	<p>Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<ul style="list-style-type: none"> • Students are encouraged to read the articles in each issue aloud, and teachers may assign students to read the articles individually.
<p>Reading Vocabulary Development (6.2, 7.2, 8.2, I.1, II.1)</p>	<p>Students understand new vocabulary and use it when reading and writing.</p>	<ul style="list-style-type: none"> • Key vocabulary words in articles are italicized and defined to expand students' vocabulary.
<p>Reading Comprehension of Informational Text/Culture and History (6.9, 7.9, 8.9, I.8, II.8)</p>	<p>Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>	<ul style="list-style-type: none"> • Articles (expository texts) are highly contextualized for students, explaining the historical background for developments in science, technology, and engineering. • Skills sheets include questions about the author's purpose and point of view for students to practice making inferences based on expository texts. • Assessment packages help teachers measure student comprehension and progress throughout the year.
<p>Reading Comprehension of Informational Text/Expository Text (6.10, 7.10, 8.10, I.9, II.9)</p>	<p>Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<ul style="list-style-type: none"> • Exciting articles (expository texts) that include graphs, charts, and diagrams are included in each print issue and are organized by subject on the companion website. • Teacher's Guides provide lesson plans that encourage students to think about the topics at a higher level and consider the author's purpose and point of view. • Supplemental materials include exercises for analyzing the structure of texts and related readings for students to explore material further. • Assessment packages help teachers measure student comprehension and progress throughout the year.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
ENGLISH LANGUAGE ARTS		
<p>Reading Comprehension of Informational Text/Procedural Texts (6.12, 7.12, 8.12, I.11, II.11)</p>	<p>Students understand how to glean and use information in procedural texts and documents.</p>	<ul style="list-style-type: none"> Articles and activities present procedural texts for readers to follow, allowing students to internalize and replicate step-by-step processes on their own. Assessment packages allow students to demonstrate their comprehension in interactive and dynamic ways.
<p>Reading Media Literacy (6.13, 7.13, 8.13, I.12, II.12)</p>	<p>Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p>	<ul style="list-style-type: none"> A multimedia experience including articles, videos, games, and activities engages students and challenges them to think critically about the presentation of information. The monthly Numbers in the News column breaks down important science news items into numbers that provide insight into their magnitude. Teacher’s Guides provide prompts for students to analyze charts, graphs, and even text placement, making them more conscientious consumers of information. Digital materials including closed-captioned videos accompany and expand upon articles in each issue.
<p>Writing Writing Process (6.14, 7.14, 8.14, I.13, II.13)</p>	<p>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>	<ul style="list-style-type: none"> Skills sheets include prompts for thoughtful written responses from students. Skills sheets ensure that students comprehend material and can communicate their understanding through scientific writing.
<p>Writing Literary Texts (6.15, 7.15, 8.15, I.14, II.14)</p>	<p>Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p>	<ul style="list-style-type: none"> Skills sheets frequently prompt students to give a thoughtful response to current events based on given articles.
<p>Writing Expository and Procedural Texts (6.17, 7.17, 8.17, I.15, II.15)</p>	<p>Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<ul style="list-style-type: none"> Skills sheets often include expository writing prompts for students to explain what they have learned, to make connections beyond the text, and to consider how science affects their lives.
<p>Oral and Written Conventions Conventions (6.19, 7.19, 8.19, I.17, II.17)</p>	<p>Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p>	<ul style="list-style-type: none"> Structured class discussions outlined in Teacher’s Guides give students opportunities to practice using academic language when speaking. Skills sheets and writing prompts provide students with opportunities to practice using academic and domain-specific language when writing.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
ENGLISH LANGUAGE ARTS		
Oral and Written Conventions Handwriting, Capitalization, and Punctuation (6.20, 7.20, 8.20, I.18, II.18)	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	<ul style="list-style-type: none"> • Skills sheets allow students to practice writing conventions within the context of current science news. • Student deliverables provide opportunities for regular teacher feedback on student writing.
Oral and Written Conventions Spelling (6.21, 7.21, 8.21, I.19, II.19)	Students spell correctly.	<ul style="list-style-type: none"> • Writing assignments in lesson plans provide opportunities for students to demonstrate spelling proficiency in their polished writing
Research Research Plan (6.22, 7.22, 8.22, I.20, II.20)	Students ask open-ended research questions and develop a plan for answering them.	<ul style="list-style-type: none"> • Core Questions at the end of articles and student prompts in Teacher’s Guides push students to consider broader questions. • Hands-on projects allow students to explore concepts further and to think of new questions based on readings and videos.
Research Gathering Sources (6.23, 7.23, 8.23, I.21, II.21)	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	<ul style="list-style-type: none"> • Hands-on investigations included in the student materials allow students to direct their own research and experiments in class groups. • The website provides a safe searchable database of articles, videos, and supplemental materials for students and teachers conducting research inside and outside the classroom.
Research Synthesizing Information (6.24, 7.24, 8.24, I.22, II.22)	Students clarify research questions and evaluate and synthesize collected information.	<ul style="list-style-type: none"> • All hands-on investigations provide space for students to evaluate their observations and measurements. • Class discussions outlined in Teacher’s Guides prompt students to consider the implications of scientific discoveries and to brainstorm new questions. • Student inventions and research projects from around the world are often featured in articles and encourage your students to start their own projects.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
ENGLISH LANGUAGE ARTS		
Research Organizing and Presenting Ideas (6.25, 7.25, 8.25, 1.23 II.23)	Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation.	<ul style="list-style-type: none"> • Each hands-on investigation allows students to present their findings in a structured written form and provides the opportunity for them to compare and discuss results.
Listening and Speaking Listening (6.26, 7.26, 8.26, 1.24, II.24)	Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	<ul style="list-style-type: none"> • Structured discussions in Teacher’s Guides provide a formal environment in which students can share their thoughts and listen carefully to their teacher and peers. • Activities included in assessment packages allow students to informally discuss material while collaborating on engaging projects.
Listening and Speaking Speaking (6.27, 7.27, 8.27, 1.25, II.25)	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.	<ul style="list-style-type: none"> • Reading and listening to academic language used in the magazine and accompanying materials allows students to develop familiarity with such vocabulary. • Holding regular class discussions as outlined in Teacher’s Guides increases students’ confidence and clarity in their written and verbal expression.
Listening and Speaking Teamwork (6.28, 7.28, 8.28, 1.26, II.26)	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	<ul style="list-style-type: none"> • Hands-on investigations and activities accompanying every issue promote student collaboration and discussion. • Digital materials include games aligned to each magazine that can be played by students collaboratively. • Articles regularly emphasize the importance of teamwork and collaboration in the scientific community, reinforcing the idea of supporting one another inside and outside the classroom.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SCIENCE: Middle School—Grades 6, 7, 8		
<p>Scientific Investigation and Reasoning (6.1, 7.1, 8.1)</p>	<p>Students, for at least 40% of instructional time, conduct laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices.</p>	<ul style="list-style-type: none"> Lesson plans include hands-on activities for teachers to use in class with their students.
<p>Scientific Investigation and Reasoning (6.2, 7.2, 8.2)</p>	<p>Students use scientific inquiry methods during laboratory and field investigations.</p>	<ul style="list-style-type: none"> Structured, hands-on investigations model the scientific process of beginning with a question and gathering data to try to find answers. Articles in each issue allow students to read about researchers and engineers who follow scientific inquiry methods to make discoveries.
<p>Scientific Investigation and Reasoning (6.3, 7.3, 8.3)</p>	<p>Students use critical thinking, scientific reasoning, and problem solving to make informed decisions and know the contributions of relevant scientists.</p>	<ul style="list-style-type: none"> Articles regularly expose students to researchers and engineers from around the world who are working to increase our understanding of the universe. Class discussions and other included activities prompt students to think critically about scientists and their discoveries. Independent, hands-on investigations invite students to use scientific reasoning to understand their own research.
<p>Scientific Investigation and Reasoning (6.4, 7.4, 8.4)</p>	<p>Students know how to use a variety of tools and safety equipment to conduct science inquiry.</p>	<ul style="list-style-type: none"> All hands-on investigations clearly outline what tools will be necessary and any safety precautions required. The articles demonstrate processes across different fields of science that are conducted with proper safety equipment.
<p>Matter and Energy (6.5, 6.6, 6.7)</p>	<p>Students know the differences between elements and compounds. Students know matter has physical properties that can be used for classification.</p> <p>Students know that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable.</p>	<ul style="list-style-type: none"> The issues of meeting energy needs and the balance between renewable and nonrenewable energy resources are consistently featured in issues. Caption boxes in articles review basic science concepts relating to the physical properties of elements and compounds, often using helpful diagrams and images. The recurring Name That Element series familiarizes students with the elements of the periodic table and their properties in a fun and engaging way. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Natural Resources; Energy & Power; Atoms, Compounds, & Ions; Elements & the Periodic Table; Properties & Changes of Matter; and more.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SCIENCE: Middle School—Grades 6, 7, 8		
<p>Matter and Energy (7.5, 7.6)</p>	<p>Students know that interactions occur between matter and energy. Students know that matter has physical and chemical properties and can undergo physical and chemical changes.</p>	<ul style="list-style-type: none"> Articles regularly explore the properties of matter through relatable story topics and include explanations of chemical and physical properties. Diagrams and illustrations reinforce the concepts of molecular behavior through descriptive visuals. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Energy & Power, Materials, Properties & Changes of Matter, and more.
<p>Matter and Energy (8.5)</p>	<p>Students know that matter is composed of atoms and has chemical and physical properties.</p>	<ul style="list-style-type: none"> Articles regularly explore the properties of matter through relatable events and include explanations of chemical and physical properties. Diagrams and illustrations reinforce the concepts of molecular behavior through descriptive visuals. The recurring Name That Element series connects physical and chemical properties of matter to specific elements. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Atoms, Compounds, & Ions; Elements & the Periodic Table; Energy & Power; Properties & Changes of Matter; and more.
<p>Force, Motion, and Energy (6.8, 6.9)</p>	<p>Students know that there is a relationship among force, motion, and energy.</p>	<ul style="list-style-type: none"> Articles present this material through the context of relatable experiences, exciting stories, and current events to make the curriculum come to life. Diagrams reinforce such concepts through descriptive, labeled visuals. Video content helps illustrate the material for students. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Energy & Power, Forces & Motion, and more.
<p>Earth and Space (6.10, 6.11)</p>	<p>Students understand the structure of Earth, the rock cycle, and plate tectonics.</p> <p>Students understand the organization of our solar system and the relationships among the various bodies that comprise it.</p>	<ul style="list-style-type: none"> Nearly every issue has a featured article focusing on Earth or space science. Assessment packages allow students to interact with Earth science further and to allow teachers to check for understanding. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Earth's Structure, Rocks & Minerals, Landforms, Solar System, Space Science, and more.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SCIENCE: Middle School—Grades 6, 7, 8		
<p>Earth and Space (7.8, 7.9)</p>	<p>Students know that natural events and human activity can impact Earth systems.</p> <p>Students know the components of our solar system.</p>	<ul style="list-style-type: none"> • Each issue presents articles about different ways people interact with and affect the planet, particularly conservation efforts. • Skills sheets and lesson plans give students the opportunity to think and write critically about the relationship between Earth systems and human activity. • Diagrams and illustrations provided in articles and videos allow students to better understand processes that take time to impact the planet. • The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Earth’s Structure, Conservation, The Environment, Solar System, and more.
<p>Earth and Space (8.7, 8.8, 8.9, 8.10)</p>	<p>Students know the effects resulting from cyclical movements of the Sun, Earth, and Moon.</p> <p>Students know characteristics of the universe.</p> <p>Students know that natural events can impact Earth systems. Students know that climatic interactions exist among Earth, ocean, and weather systems.</p>	<ul style="list-style-type: none"> • Articles often describe activities within our solar system and reinforce its governing principles. • Breaking news stories keep students up to date with recent discoveries in this field. • Models, diagrams, and other visual aids are included in articles about the solar system. • The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Solar System, Space Science, Climate & Weather, Earth’s Waters, and more.
<p>Organisms and Environments (6.12)</p>	<p>Students know all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem.</p>	<ul style="list-style-type: none"> • Articles explore the current state of different ecosystems around the world and the relationships within them. • Engaging examples of plant, animal, and microbe adaptations are used to illustrate concepts of evolution and classification. • The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Evolution & Classification, Adaptations, Ecology, Animal Behavior, and more.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SCIENCE: Middle School—Grades 6, 7, 8		
<p>Organisms and Environments (7.10, 7.11, 7.12, 7.13, 7.14)</p>	<p>Students know that there is a relationship between organisms and the environment.</p> <p>Students know that populations and species demonstrate variation and inherit many of their unique traits through gradual processes over many generations.</p> <p>Students know that living systems at all levels of organization demonstrate the complementary nature of structure and function.</p> <p>Students know that a living organism must be able to maintain balance in stable internal conditions in response to external and internal stimuli.</p> <p>Students know that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material.</p>	<ul style="list-style-type: none"> • Numerous life science processes and cycles are modeled within the articles and in accompanying videos. • Interactive models of life science processes are frequently included in assessment packages. • Engaging examples of plant, animal, and microbe adaptations are used to illustrate concepts of ecology, evolution, classification, genetics, heredity, and structure and function. • The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Ecology, Evolution & Classification; Adaptations, Reproduction & Development; Genetics & Heredity; Animal Anatomy & Physiology; and more.
<p>Organisms and Environments (8.11)</p>	<p>Students know that interdependence occurs among living systems and the environment and that human activities can affect these systems.</p>	<ul style="list-style-type: none"> • Articles and their accompanying digital materials highlight the numerous ways humans interact with and change their environments. • The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Ecology, The Environment, Human-Animal Interaction, Conservation, and more.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SCIENCE: High School—Grades 9 and 10 (AS = Aquatic Science, B = Biology, C = Chemistry, IPC = Integrated Physics and Chemistry, P = Physics)		
Scientific Processes (AS.1, B.1, C.1, IPC.1, P.1)	Students, for at least 40% of instructional time, conduct laboratory and field investigations using safe, environmentally appropriate, and ethical practices. In Physics, these investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom.	<ul style="list-style-type: none"> • Hands-on investigations included in Teacher’s Guides and skills sheets provide ways for students to be engaged in independent research related to concepts presented in each issue.
Scientific Processes (AS.2, B.2, C.2, IPC.2, P.2)	Students use scientific methods (a systematic approach) and equipment to solve investigative questions during laboratory and field investigations.	<ul style="list-style-type: none"> • Hands-on investigations provide students with opportunities to apply the scientific method in their own research projects. • Articles and videos help students learn about discoveries across all STEM disciplines that are grounded in shared scientific principles. • Articles and videos featuring professional engineers, research scientists, and young inventors illustrate the scientific method and design process in action for students.
Scientific Processes (AS.3, B.3, C.3, IPC.3, P.3)	Students use critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom.	<ul style="list-style-type: none"> • Well-structured, hands-on investigations let students explore scientific problem solving on a regular basis. • Contests, activity prompts, and core questions encourage students to ask questions, think critically, and use scientific reasoning within and outside the classroom. • Articles frequently feature professional engineers, research scientists, student inventors, and their work, connecting your classroom to engineering and science projects across the globe.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SCIENCE: High School—Grades 9 and 10 (AS = Aquatic Science, B = Biology, C = Chemistry, IPC = Integrated Physics and Chemistry, P = Physics)		
<p>Science Concepts (AS.4, AS.5, AS.6, AS.7, AS.8, AS.9, AS.10, AS.11, AS.12)</p>	<p>Students know that aquatic environments are the product of Earth systems interactions.</p> <p>Students conduct long-term studies on local aquatic environments. Local natural environments are to be preferred over artificial or virtual environments.</p> <p>Students know the role of cycles in an aquatic environment.</p> <p>Students know the origin and use of water in a watershed.</p> <p>Students know that geological phenomena and fluid dynamics affect aquatic systems.</p> <p>Students know the types and components of aquatic ecosystems.</p> <p>Students know environmental adaptations of aquatic organisms.</p> <p>Students know about the interdependence and interactions that occur in aquatic environments.</p> <p>Students understand how human activities impact aquatic environments.</p>	<ul style="list-style-type: none"> Articles present this material through the context of relatable experiences, exciting stories, and current events to make the curriculum come to life. Numerous articles and videos explore aquatic environments around the world and the living and nonliving members of those ecosystems. Recently, a series of articles featured a <i>Science World</i> editor who joined a deep-sea research program and dove to the sea floor in the <i>Alvin</i> submersible. Closed-captioning in videos helps reinforce new academic vocabulary for students and makes the material more accessible. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Earth's Waters, The Environment, Ecology, Conservation, Adaptations, and more.

SKILLS

WHAT THE STANDARDS SAY

HOW SCIENCE WORLD ALIGNS

SCIENCE: High School—Grades 9 and 10

(AS = Aquatic Science, B = Biology, C = Chemistry, IPC = Integrated Physics and Chemistry, P = Physics)

Science Concepts

(B.4, B.5, B.6, B.7, B.8, B.9, B.10, B.11, B.12)

Students know that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells.

Students know how an organism grows and the importance of cell differentiation.

Students know the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics.

Students know evolutionary theory is a scientific explanation for the unity and diversity of life.

Students know that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made.

Students know the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms.

Students know that biological systems are composed of multiple levels.

Students know that biological systems work to achieve and maintain balance.

Students know that interdependence and interactions occur within an environmental system.

- Articles in every issue present this material through the context of relatable experiences, exciting stories, and current events to make the curriculum come to life.
- Recently, cellular behavior was explained through multiplying bacteria on subway cars, and genetics was explained through adaptations of the octopus.
- Diagrams and captions make content accessible to students by revisiting the scientific principles behind the news stories.
- The website contains specific collections of labeled articles and videos to supplement this curriculum, namely The Cell, Genetics & Heredity, Reproduction & Development, Evolution & Classification, Ecology, Animal Anatomy & Physiology, Plants, Microbes, The Human Body, Chemical Reactions, and more.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SCIENCE: High School—Grades 9 and 10 (AS = Aquatic Science, B = Biology, C = Chemistry, IPC = Integrated Physics and Chemistry, P = Physics)		
<p>Science Concepts (C.4, C.5, C.6, C.7, C.8, C.9, C.10, C.11, C.12)</p>	<p>Students know the characteristics of matter and can analyze the relationships between chemical and physical changes and properties.</p> <p>Students understand the historical development of the periodic table and can apply its predictive power.</p> <p>Students know and understand the historical development of atomic theory.</p> <p>Students know how atoms form ionic, metallic, and covalent bonds.</p> <p>Students can quantify the changes that occur during chemical reactions.</p> <p>Students understand the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases.</p> <p>Students understand and can apply the factors that influence the behavior of solutions.</p> <p>Students understand the energy changes that occur in chemical reactions.</p> <p>Students understand the basic processes of nuclear chemistry.</p>	<ul style="list-style-type: none"> Articles present this material through the context of relatable experiences, exciting stories, and current events to make the curriculum come to life. The recurring series Name That Element familiarizes students with the elements of the periodic table, their chemical and physical properties, and their uses in daily life in an engaging way. Diagrams, captions, and videos make content accessible to students by revisiting the scientific principles behind the news stories and illustrating complex ideas. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Atoms, Compounds, & Ions; Elements & the Periodic Table; Chemical Reactions; Properties & Changes of Matter; and more.
<p>Science Concepts (IPC.4, IPC.5, IPC.6, IPC.7)</p>	<p>Students know concepts of force and motion evident in everyday life.</p> <p>Students recognize multiple forms of energy and knows the impact of energy transfer and energy conservation in everyday life.</p> <p>Students know that relationships exist between the structure and properties of matter.</p> <p>Students know that changes in matter affect everyday life.</p>	<ul style="list-style-type: none"> Articles present this material through the context of relatable experiences, exciting stories, and current events to make the curriculum come to life. Regular sections like Numbers in the News help students quantify the impact of science on the world around them. Diagrams, captions, and videos make content accessible to students by revisiting the scientific principles behind the news stories and illustrating specific concepts. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Forces & Motion, Energy & Power, Properties & Changes of Matter, and more.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SCIENCE: High School—Grades 9 and 10 (AS = Aquatic Science, B = Biology, C = Chemistry, IPC = Integrated Physics and Chemistry, P = Physics)		
Science Concepts (P.4, P.5, P.6, P.7, P.8)	<p>Students know and apply the laws governing motion in a variety of situations.</p> <p>Students know the nature of forces in the physical world.</p> <p>Students know that changes occur within a physical system and applies the laws of conservation of energy and momentum.</p> <p>Students know the characteristics and behavior of waves.</p> <p>Students know simple examples of atomic, nuclear, and quantum phenomena.</p>	<ul style="list-style-type: none"> Articles present this material through the context of relatable experiences, exciting stories, and current events to make the curriculum come to life. Each issue features news stories that showcase the laws of physics and how they impact the world, especially through engineering and the design process. Diagrams, captions, and videos make content accessible to students by revisiting the scientific principles behind the news stories and providing a visual aid for complex topics. The website contains specific collections of labeled articles and videos to supplement this curriculum, namely Forces & Motion, Energy & Power, Light & Sound, Electricity & Magnetism, and more.
SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SOCIAL STUDIES: Middle School—Grades 6, 7, 8		
Science, Technology, and Society (6.20)	<p>Students understand the influences of science and technology on contemporary societies.</p>	<ul style="list-style-type: none"> Featured news articles explore issues including robotics, connectivity, medical technology, and new professions growing out of science and engineering advancements. Lesson plans prompt students to think about and discuss how science changes the way we live and interact with one another. Videos allow students to see technological advancements up close and hear from experts in various science and engineering fields.
Science, Technology, and Society (7.20)	<p>Students understand the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.</p>	<ul style="list-style-type: none"> From the Johnson Space Center to research programs in Houston and the University of Texas Medical Branch, innovations from Texas have been featured in print and online.
Science, Technology, and Society (8.27, 8.28)	<p>Students understand the impact of science and technology on the economic development of the United States.</p> <p>Students understand the impact of scientific discoveries and technological innovations on daily life in the United States.</p>	<ul style="list-style-type: none"> Each issue provides students with a contemporary understanding of how science influences our daily lives, particularly in the United States. Articles, videos, and supplementary materials show students how technology has affected economies and relationships in the United States and around the world. The website includes web-only breaking news stories that feature major developments in biology, chemistry, physics, Earth science, and engineering.

SKILLS	WHAT THE STANDARDS SAY	HOW SCIENCE WORLD ALIGNS
SOCIAL STUDIES: High School—Grades 9 and 10		
<p>Science, Technology, and Society</p> <p>(United States History Studies Since 1877: 27, 28)</p>	<p>Students understand the impact of science, technology, and the free enterprise system on the economic development of the United States.</p> <p>Students understand the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.</p>	<ul style="list-style-type: none"> • <i>Science World</i> provides students with a contemporary understanding of how science influences our daily lives, particularly in the United States. • Articles, videos, and supplemental materials show students how technology has affected economies and relationships in the United States and around the world. • The website includes web-only breaking news stories that feature major developments in biology, chemistry, physics, Earth science, and engineering.
<p>Science, Technology, and Society</p> <p>(World History Studies: 28)</p>	<p>Students understand how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.</p>	<ul style="list-style-type: none"> • Articles are highly contextualized for students, explaining the historical background for developments in science, technology, and engineering.
<p>Science, Technology, and Society</p> <p>(World Geography Studies: 19, 20)</p>	<p>Students understand the impact of technology and human modifications on the physical environment.</p> <p>Students understand how current technology affects human interaction.</p>	<ul style="list-style-type: none"> • Articles in each issue explore the interaction between human technology and the world. • Articles that explore how technology affects human behavior, health, and interactions are often featured. • Thorough Teacher’s Guides, skills sheets, activities, and core questions encourage students to think critically about the impact of human technology. • The website contains specific collections of labeled articles and videos to supplement this curriculum, namely The Environment, Conservation, Environmental Engineering, Human Behavior, and more.
<p>Science, Technology, and Society</p> <p>(United States Government: 19)</p>	<p>Students understand the impact of advances in science and technology on government and society.</p>	<ul style="list-style-type: none"> • Monthly print magazines, online breaking news articles, clear and concise videos, and regular features about professional scientists and engineers keep students up to date on the latest STEM advances. • Thorough Teacher’s Guides, skills sheets, activities, and core questions encourage students to think critically about and discuss the impact of these advances on the world.

To order *Science World*, for additional editorial information, or to receive product samples:

Call: 1-800-387-1437
 Fax: 1-877-242-5865
 Email: magazineinfo@scholastic.com

Mail: Scholastic Magazines
 2315 Dean Street, Suite 600
 St. Charles, IL 60175