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| https://peer.tamu.edu/curriculum_modules/Water_Quality/images/teach.jpg |

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| **TEKS for Middle School Science** | **How the TEKS are Integrated into the Lesson** |
| **6.2C, 7.2C, 8.2C** Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers | During the **Activity,** students will collect and record data. |
| **6.2E, 7.2E, 8.2E** Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends | During the **Activity,** students will analyze data. |
| **6.3A, 7.3A, 8.3A** Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student. | During the **Activity** section of this unit**,**students will use observations to analyze and evaluate the unit material. |
| **7.13B D**escribe and relate responses in organisms that may result from internal stimuli such as wilting in plants and fever or vomiting in animals that allow them to maintain balance. | In the **Lesson** section, inhaled environmental hazards are described and symptoms of disorders or diseases caused by them are listed.  |

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| **Next Generation Science Standards****Disciplinary Core Ideas** | **How the NGSS are Integrated** **into the Lesson** |
| **MS-LS2.A:**  Interdependent Relationships in Ecosystems ▪ Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.  | This unit focuses on the interactions of humans with inhaled environmental hazards. |

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