



# Ecology/ Environmental Science

2019

**SECONDARY SCIENCE STANDARDS  
IN SEVENTH-DAY ADVENTIST SCHOOLS**

**OFFICE OF EDUCATION** | North American Division Seventh-day Adventist Church

2019 SECONDARY SCIENCE STANDARDS

Ecology/Environmental Science

# Science Standards

## OUR GOAL

The goal of Seventh-day Adventist education is about more than quality teachers providing innovative instruction. Adventist education aims to provide student learning infused with Christian faith and an Adventist worldview. To achieve this goal Seventh-day Adventist standards for grades 9-12 subjects have been carefully developed to embody Seventh-day Adventist beliefs and to prepare students for life-long learning, equipping them for earthly service and heavenly citizenship. An education of this kind imparts strong academic knowledge and a clear picture of Christ and His love for mankind.

These standards focus on what students should know, understand and be able to do. They will be a useful tool for teachers in developing lessons and ensure a thorough preparation for college or university when fully implemented across the curriculum.

### Seventh-day Adventist Secondary Standards:

1. Provide clear expectations for student learning and accountability.
2. Provide an essential user-friendly tool for developing instruction.
3. Transform textbooks from curriculum guide to a resource for instruction.
4. Provide for a complete and uniform Adventist secondary curriculum.
5. Have been developed exclusively by Seventh-day Adventist educators.
6. Have been aligned with the goals of Journey to Excellence
7. Have been developed using national and state standards, Adventist curriculum guides, and standards compendiums from McRel and Ten Sigma.

## RATIONALE

*Secondary Science Standards for Seventh-day Adventist Schools* seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. Science instruction from this curriculum should help students learn to see God's image in His creation and reflect His image while developing proficiency in different sciences. This kind of education imparts more than academic knowledge. It fosters the balanced development of the whole person to prepare them for earthly service and heavenly citizenship.

These carefully developed science standards are a practical tool to assist teachers in focusing their instruction so that all students are competent and engaged successfully in understanding, exploring, analyzing, and applying scientific concepts and principles to various life situations. These standards reflect multiple perspectives from diverse spiritual, civic, and social communities. They make interesting and enjoyable connections within the sciences, and between science and other fields of learning. The intent is to focus on the essence of what students should learn and retain.

## CREDITS

The following resources were referenced in developing *Secondary Science Standards for Seventh-day Adventist Schools*: a sampling of state standards, the Next Generation Science Standards (NGSS), NAD Curriculum Guide for Science, McREL Compendium of Standards, Ten Sigma Standards, and Journey to Excellence.

## STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with these course abbreviation: A&P—Anatomy and Physiology, BIO1—Biology I, BIO2—Biology II, CHM—Chemistry, ESC—Earth Science, ECO—Ecology/Environmental Science, PSC—Physical Science, PHY—Physics. The first numeral (CHM.3.2) refers to the standard and the second numeral (CHM.3.2) refers to the subcategory under the standard. NGSS references are noted. (LS1-2)

## JOURNEY TO EXCELLENCE

When the standards on the next page have been met the instruction in this course will have also met some of the Goals and Essential Core Elements for the curriculum in Seventh-day Adventist schools listed in *Journey to Excellence*. The number (1.A) refers to the Goal and the letter (1.A) refers to the Essential Core Element that is met.

### ANATOMY & PHYSIOLOGY

- |                |                |
|----------------|----------------|
| 1.A,E          | 6.B,D,F        |
| 2.F            | 7.A            |
| 3.C,E          | 8.E,G          |
| 4.B,E          | 9.A            |
| 5.A, B,C,D,E,F | 10.A,B,C,D,E,F |

### BIOLOGY I

- |             |             |
|-------------|-------------|
| 1.A,C,E,G,H | 6.A,B,C,D,F |
| 2.F         | 7.A         |
| 3.A,B,E     | 8.E,G       |
| 4.A,B,E,D   | 9.A,C,D     |
| 5.A,B,C,E,F | 10.A,C,E,F  |

### BIOLOGY II

- |             |             |
|-------------|-------------|
| 1.A,C,E,G,H | 6.A,B,C,D,F |
| 2.F         | 7.A         |
| 3.A,B,E     | 8.E,G       |
| 4.A,B,E,D   | 9.A,C,D     |
| 5.A,B,C,E,F | 10.A,C,E,F  |

### CHEMISTRY

- |             |               |
|-------------|---------------|
| 1.A,B,E,F   | 7.A,D         |
| 2.F         | 8.A,C,D,E,F,G |
| 4.B,C,E     | 9.A           |
| 5.A,C       | 10.A,B,E,F    |
| 6.B,C,D,E,F |               |

### EARTH SCIENCE

- |             |              |
|-------------|--------------|
| 1.A,E       | 7.A,D        |
| 2.F         | 8.E          |
| 4.B,C,D,E   | 9.A,D        |
| 5.A         | 10.A,C,D,E,F |
| 6.B,C,D,E,F |              |

### ECOLOGY/ENVIRONMENTAL SCIENCE

- |             |              |
|-------------|--------------|
| 1.A,E       | 7.A,D        |
| 2.F         | 8.C,E        |
| 4.A,B,C,D,E | 9.A,D        |
| 5.A         | 10.A,C,D,E,F |
| 6.B,C,D,E,F |              |

### PHYSICAL SCIENCE

- |           |           |
|-----------|-----------|
| 1.A,C,E   | 8.C,E,F,G |
| 2.F       | 8.E       |
| 4.B       | 9.A       |
| 6.B,C,D,F | 10.A,E,F  |
| 7.A       |           |

# Ecology/Environmental Science

## COURSE FOCUS [Apply the following for each content standard.]

### EC0.1 Identify SDA Christian principles and values in correlation with science.

- EC0.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer in the universe.
- EC0.1.2 Acknowledge God as the Author of all scientific principles and laws regardless of man's interpretation.
- EC0.1.3 Develop stewardship and service attitudes toward health, life, and earth's environment.
- EC0.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- EC0.1.5 Equip students with Christian perspectives on scientific issues.

## COURSE ABILITIES [Apply the following to each content standard.]

### EC0.2 Develop abilities in science. HS-ETS1

- EC0.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- EC0.2.2 Understand and utilize the scientific method of problem solving.
- EC0.2.3 Utilize the principles and methodologies of cooperative learning.

### EC0.3 Be able to apply science knowledge and skills to a variety of purposes. HS-ETS1

- EC0.3.1 Recognize scientific principles and laws as tools to solve problems in everyday life.
- EC0.3.2 Apply the scientific method in analysis of controversial topics, e.g., cloning, global warming, stem cell research.
- EC0.3.3 Read, write, and interpret scientific documents (lab write-ups, journals, scientific publications).
- EC0.3.4 Conduct research in the content area.
- EC0.3.5 Engage in various uses of technology.

## COURSE CONTENT: Principles, Population Dynamics, Natural Resources, Energy, Conservation [Understand, explore, analyze, apply.]

### EC0.4 Be able to understand the basic principles of Ecology/Environmental Science.

- EC0.4.1 Recognize God as the Designer and Creator of our earth.
- EC0.4.2 Understand the factors that influence organisms within their environment (trophic levels, symbiosis, food chain/web, biomes). HS-LS1-5, 2-3, 2-4, 2-5, 2-8, 4-2, 4-3, HS-ESS3-6
- EC0.4.3 Demonstrate understanding of the nature of population dynamics (plant, animal, and human). HS-LS1-3, 2-1, 2-2, 2-6, 4-4, 4-5
- EC0.4.4 Identify non-energy resources and their effects on the environment. HS-LS2-1, 2-2, 2-3, 2-4, HS-ESS2-6, 3-1, 3-2, 3-3, 3-4, 3-5
- EC0.4.5 Classify conventional and alternative energy sources. HS-PS3-3
- EC0.4.6 Exhibit an understanding of global conservation efforts. HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4

### EC0.5 Be able to safely explore Ecology/Environmental Science concepts.

- EC0.5.1 Examine relationships between organisms within the environment. HS-LS1-5, 2-5, 2-8, 4-2, 4-3
- EC0.5.2 Investigate the factors affecting population dynamics. HS-LS1-3, 2-1, 2-2, 2-6, 4-2, 4-3, 4-4, 4-5, HS-ESS3-4
- EC0.5.3 Survey advantages, disadvantages, and uses of conventional and alternative energy sources. HS-PS3-3
- EC0.5.4 Explore conservation methods for natural resources. HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4, HS-PS3-3

### EC0.6 Be able to analyze Ecology/Environmental Science concepts.

- EC0.6.1 Evaluate factors affecting relationships between organisms within the environment. HS-LS1-5, 2-3, 2-4, 2-5, 2-8, 4-2, 4-3
- EC0.6.2 Research and predict how factors affect population dynamics. HS-LS1-3, 2-1, 2-2, 2-6, 4-2, 4-3, 4-4, 4-5
- EC0.6.3 Compare and contrast advantages, disadvantages, and uses of conventional and alternative energy sources. HS-ESS3-4, HS-PS3-3
- EC0.6.4 Analyze current natural resource conservation methods. HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4

### EC0.7 Be able to apply fundamentals of Ecology/Environmental Science to life and the earth's environment.

- EC0.7.1 Strengthen belief in God as Designer and Creator by applying the fundamentals of Ecology/Environmental Science.
- EC0.7.2 Utilize the concepts of Ecology/Environmental Science to improve lifestyle choices. HS-LS2-7, 4-6, HS-ESS3-1, 3-2, 3-3, 3-4, 3-5
- EC0.7.3 Apply the study of Ecology/Environmental Science to ethical issues regarding the environment. HS-LS2-6, 2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6

## 2019 STANDARDS COMMITTEE

Gerry Ban	Co-Chair, Mid-America Union
Mike Furr	Co-Chair, Southwestern Union
Keith Waters	Co-Chair, North Pacific Union
Jere Clayburn	Hinsdale Adventist Academy
Adam Littell	Mount Pisgah Academy
Teryl Loeffler	Pacific Union
Trevor Ross	Spring Valley Academy
Paul Turk	Sacramento Adventist Academy



**Adventist Education**

A JOURNEY TO EXCELLENCE

