

Horse – Stable Relationships	
Level 3	
Project 2061 Benchmarks (Grade 6 - 8)	
The Nature of Science	
Activity	Scientific Inquiry
1 - 14	Scientists differ greatly in what phenomena they study and how they go about their work. Although there is no fixed set of steps that all scientists follow, scientific investigations usually involve the collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypotheses and explanations to make sense of the collected evidence.
The Living Environment	
	Diversity of Life
1, 2	Animals and plants have a great variety of body plans and internal structures that contribute to their being able to make or find food and reproduce.
2, 3	For sexually reproducing organisms, a species comprises all organisms that can mate with one another to produce fertile offspring
	Heredity
3	In some kinds of organisms, all the genes come from a single parent, whereas in organisms that have sexes, typically half of the genes come from each parent.
3	In sexual reproduction, a single specialized cell from a female and merges with a specialized cell from a male. As the fertilized egg, carrying genetic information from each parent, multiplies to form the complete organism with about a trillion cells, the same genetic information is copied in each cell.

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Level 3	
NH Science Frameworks (Grade K – 6)	
Science as Inquiry	
Activity	1a. Students will demonstrate an increasing understanding of how the scientific enterprise operates
1 – 14	Solve problems using a variety of strategies
1 – 14	Pose questions for scientific investigations and make predictions about the outcomes
1 – 14	Work in small teams to investigate problems, but form own conclusions
Life Science	
	3a. Students will demonstrate an increasing ability to recognize patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection.
3	Describe/identify similarities and differences among multiple offspring of same parents, and between parents and offspring
3	Collect data on inherited characteristics and use the data to explain how traits are passed from generation to generation
1, 2	Identify major body structures of some common organisms, e.g. when shown a picture of the human skeleton students can identify, by common name, the major bones in their body
1, 2	Relate the structure of body parts to function, e.g. when presented with teeth (or models of teeth) from various animals, students can make inferences concerning what the animal eats
	3d. Students will demonstrate an increasing ability to understand fundamental structures, functions, and mechanisms of inheritance found in microorganisms, fungi, protists, plants, and animals.
1, 2	Identify the major anatomical features of plants and animals, and the major function of each