



Topic: Horse

Title: Riding the Range

Level: 4

New Hampshire Science Curriculum Framework

Grade level: K - 6 (5 - 8)

	Science																								Career Development							
	Science as Inquiry	Science, Technology, and Society					Life Science				Earth/Space Science			Physical Science						Unifying Themes and Concepts				Core Educational Learning			Individual & social learning		Career Learning			
	1a	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	5d	5e	5f	5g	6a	6b	6c	6d	1	2	3	4	5	6	7
Activity 1	▲																															
Activity 2	▲																															
Activity 3	▲																															
Activity 4	▲	▲									▲																					
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Activity 6																																
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Activity 11																												▲				
Activity 12																												▲				
Activity 13																												▲				
Activity 14																												▲				

Horse – Riding the Range	
Level 4	
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

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NH Science Frameworks (Grade K – 6)	
Science as Inquiry	
Activity	1a. Students will demonstrate an increasing understanding of how the scientific enterprise operates
1 – 4	Solve problems using a variety of strategies
1 – 4	Pose questions for scientific investigations and make predictions about the outcomes
1	Design and conduct a scientific investigation exploring the relationship between two variables
2 – 4	Use appropriate tools and techniques to gather, organize, and interpret data
2 – 4	Construct explanations, including the development of simple models, for observations made
1	Work in small teams to investigate problems, but form own conclusions
2 - 4	Discuss the relationship between evidence and explanations
Science, Technology, and Society	
	2a. Students will demonstrate an increasing ability to use measuring instruments to gather accurate and/or precise information.
4	Use an assortment of measuring instruments, with a variety of scales, such as rulers, thermometers, graduated cylinders, balances, and timers
4	Describe and practice appropriate techniques for using simple measuring devices
	Use technology to explore events in nature, e.g. telescopes, microscopes, computer probes
Life Science	
	3d. Students will demonstrate an increasing ability to understand fundamental structures, functions, and mechanisms of inheritance found in microorganisms, fungi, protists, plants, and animals.
4	Identify the major anatomical features of plants and animals, and the major function of each
4	Observe and describe major characteristics of various life forms, e.g. microorganisms, fungi, protists, plants and animals
4	Compare and contrast life processes in plants and animals, e.g. growth and development, nutrition, reproduction, etc.

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NH Career Development Frameworks (Grade 5 - 8)	
Core Educational Learning	
	3. Students will take an active role in their own learning
7 – 14	Establish learning goals around interests, abilities, and achievements.
7 – 14	Plan activities to achieve learning goals.
9 – 14	Monitor their own learning process and revise activities accordingly, considering strategies for improving academic skills.
9 – 14	Devise a system, such as a flow chart or log, for keeping track of progress and goals, and adjust priorities to meet deadlines and manage time, according to this system.
Individual and Social Learning	
	5. The student will demonstrate skills in working cooperatively/collaboratively with others.
7	Demonstrate skills in working cooperatively/collaboratively with others.
7	Identify and demonstrate team skills that lead to the successful accomplishment of a common goal.