

## Readorium Alignment with Indiana State Science Standards: Grade 6

**Readorium Content:** In Readorium, students choose **science books** that interest them or teachers may lock or unlock specific books for classes, groups, or individuals. All students can understand the same rich content because the readability levels of the chapters and the supports students receive automatically adjust to their individual needs as they read. Once students receive tokens for completing books, they may select magazine articles or National Science Foundation videos. They may also participate in game-like activities based on the concepts and vocabulary they just learned. Teachers can log into the **Teacher Resource Center** to view student data and download resources and lessons based on this data. The following chart shows the content available for students by Indiana State Science Standards. Some content applies to more than one standard.

<b>Readorium Alignment with Indiana State Science Standards: Grade 6</b>		
<b>Physical Science</b>		
<b>Readorium Books By Standard</b>	<b>Magazine Articles (A) and Science Videos (V) By Standard</b>	<b>Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard</b>
<b>6.PS.1</b> Distinguish between the terms position, distance, and displacement, as well as, the terms speed and velocity.		
<ul style="list-style-type: none"> <li>• Sports Physics</li> <li>• Lights, Sound, Action</li> <li>• Newton's Laws</li> </ul>	<ul style="list-style-type: none"> <li>• 25 Fascinating Facts about Humans</li> <li>• The Rhymes and Riddles of Science</li> <li>• 25 Scrumptious Facts About Food</li> <li>• 50 Amazing Animal Facts</li> <li>• 50 Fun Facts that will Amaze Your Friends</li> </ul>	
<b>6.PS.2</b> Describe the motion of an object graphically showing the relationship between time and position.		
<ul style="list-style-type: none"> <li>• Sports Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Weapons Older than Dirt: The History of Some of the World's Most Ancient Weapons</li> <li>• Things That Go Boom! The History and Chemistry of Explosives</li> </ul>	
<b>6.PS.3</b> Describe how potential and kinetic energy can be transferred from one form to another.		
<ul style="list-style-type: none"> <li>• Sports Physics</li> <li>• Lights, Sound, Action</li> </ul>	<ul style="list-style-type: none"> <li>• Weapons Older than Dirt: The History of Some of the World's Most Ancient Weapons</li> <li>• Things That Go Boom! The History and Chemistry of Explosives</li> <li>• Machines of Ancient War: The Physics and History of Siege Engines</li> <li>• Space Junk: Are We Trashing our Solar System?</li> </ul>	
<b>6.PS.4</b> Investigate the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.		
<ul style="list-style-type: none"> <li>• Lights, Sound, Action</li> <li>• Space Rocks!</li> </ul>	<ul style="list-style-type: none"> <li>• Space Junk: Are We Trashing our Solar System?</li> <li>• Sound and Hearing</li> <li>• Look, A Rainbow! Where Did That Come From</li> <li>• Cool Beams</li> </ul>	<ul style="list-style-type: none"> <li>• Hot Stuff: Heat on the Move</li> </ul>

**Readorium Alignment with Indiana State Science Standards: Grade 6**

**Life Science**

Readorium Books By Standard	Magazine Articles (A) and Science Videos (V) By Standard	Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard
<b>6.IS.1</b> Investigate and describe how homeostasis is maintained as living things seek out their basic needs of food, water, shelter, space, and air.		
<ul style="list-style-type: none"> <li>• Coral Reefs</li> <li>• Desert Biomes</li> <li>• Life in the Tundra</li> <li>• Prairie Ecosystems</li> <li>• Scientific Method</li> </ul>	<ul style="list-style-type: none"> <li>• Why do Some Animals Eat their Own Kind?</li> <li>• Invasive Species</li> <li>• Pirate Spiders</li> <li>• Animal Cannibals</li> <li>• A Spider with Deadly Aim</li> <li>• Spitting Spiders</li> <li>• Looks like an Ant...Or Does It?</li> <li>• The Venomous Sea Wasp</li> <li>• The World's Most Disgusting Animal: The Hagfish</li> <li>• The Adventure of Keeping an Aquarium</li> <li>• A Weird Animal: The Binturong</li> <li>• Carnivorous Dinosaurs</li> <li>• Bones Tell the Story</li> <li>• Getting DNA Out of Ancient Fossils</li> <li>• Selective Breeding, Genetic Engineering, and Pedigrees</li> <li>• Ant Activists</li> <li>• Birds Strut their Stuff</li> <li>• Make Way for Ducklings</li> <li>• Orangutans See, Orangutans Do</li> <li>• Snaking Around</li> <li>• Squid: Underwater Masters of Disguise</li> <li>• Taking the Bite Out of Mosquito Bites</li> <li>• Totally Batty</li> </ul>	<ul style="list-style-type: none"> <li>• Making Connections &amp; Synthesizing (CL-3, A-1 The Lynx and the Hare: Predator-Prey Relationships)</li> <li>• Context Clues (CL-3, A-2 What Happens When Something Goes Extinct?)</li> <li>• Graphic Features (CL-1, A-1 What is Happening to the Bluefin Tuna?)</li> <li>• Inferring (CL-1, A-2 Animal Cannibals)</li> <li>• Print Features (CL-3, A-1 Home Sweet Home: Dens and Other Shelters)</li> <li>• Monitor for Meaning (CL-1, A-1 Lizard Lifestyles)</li> <li>• Monitor for Meaning (CL-2, A-1 Great Barrier Reef)</li> <li>• Monitor for Meaning (CL-2, A-2 Is that Popcorn? No, it's a Binturong!)</li> <li>• Inferring (CL-3, A-1 Meet a Scientist)</li> </ul>
<b>6.IS.2</b> Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs. Create diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 2</li> <li>• Coral Reefs</li> <li>• Life on a Research Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Artificial Reefs: How and Why We Build Them</li> <li>• Wonder Fabrics, Things that Can't Get Wet</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-1, A-1 A Place with Many Levels)</li> <li>• Monitoring for Meaning (CL-3, A-1 Sharing the Sun)</li> </ul>
<b>6.IS.3</b> Describe specific relationships (predator/prey, consumer/producer, parasite/host) and symbiotic relationships between organisms. Construct an explanation that predicts why patters of interactions develop between organisms in an ecosystem.		
<ul style="list-style-type: none"> <li>• Coral Reefs</li> <li>• Desert Biomes</li> <li>• Life in the Tundra</li> <li>• Prairie Ecosystems</li> <li>• Scientific Method</li> </ul>	<ul style="list-style-type: none"> <li>• Why Do Some Animals Eat Their Own Kind</li> <li>• Invasive Species</li> <li>• Pirate Spiders</li> <li>• Animal Cannibals</li> <li>• A Spider with Deadly Aim</li> <li>• Spitting Spiders</li> <li>• Looks Like An Ant... Or Does It?</li> <li>• The Venomous Sea Wasp</li> <li>• The World's Most Disgusting Animal: The Haggish</li> <li>• The Adventure of Keeping an Aquarium</li> <li>• A Weird Animal: The Binturong</li> <li>• Carnivorous Dinosaurs</li> <li>• Bones Tell the Story</li> <li>• Getting DNA Out of Ancient Fossils</li> <li>• Selective Breeding, Genetic Engineering, and Pedigrees</li> <li>• Ant Activists</li> <li>• Birds Strut Their Stuff</li> <li>• Make Way for Ducklings</li> <li>• Orangutans See, Orangutans Do</li> <li>• Snaking Around</li> <li>• Squid: Underwater Masters of Disguise</li> <li>• Taking the Bite Out of Mosquito Bites</li> <li>• Totally Batty</li> </ul>	<ul style="list-style-type: none"> <li>• Making Connections &amp; Synthesizing (CL-3, A-1 The Lynx and the Hare: Predator-Prey Relationships)</li> <li>• Context Clues (CL-3, A-2 What Happens When Something Goes Extinct?)</li> <li>• Graphic Features (CL-1, A-1 What is Happening to the Bluefin Tuna?)</li> <li>• Inferring (CL-2, A-2 Animal Cannibals)</li> <li>• Print Features (CL-3, A-1 Home Sweet Home: Dens and Other Shelters)</li> <li>• Monitor for Meaning (CL-1, A-1 Lizard Lifestyles)</li> <li>• Monitor for Meaning (CL-2, A-1 Great Barrier Reef)</li> <li>• Monitor for Meaning (CL-2, A-2 Is that Popcorn? No, it's a Binturong!)</li> <li>• Inferring (CL-3, A-1 Meet a Scientists)</li> </ul>
<b>6.IS.4</b> Investigate and use data to explain how changes in biotic & abiotic components in a given habitat can be beneficial or detrimental to native plants.		
<ul style="list-style-type: none"> <li>• Prairie Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• Artificial Reefs: How and Why We Build Them</li> <li>• Garbage Island</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-2, A-2 Garbage Island)</li> <li>• Monitor for Meaning (CL-1, A-2 Reflections o Dead Wood)</li> </ul>

**6.LS.5** Research invasive species and discuss their impact on ecosystems.

<ul style="list-style-type: none"><li>• Coral Reefs</li><li>• Desert Biomes</li><li>• Life in the Tundra</li><li>• Prairie Ecosystems</li><li>• Scientific Method</li></ul>	<ul style="list-style-type: none"><li>• Why Do Some Animals Eat Their Own Kind</li><li>• Invasive Species</li><li>• Pirate Spiders</li><li>• Animal Cannibals</li><li>• A Spider with Deadly Aim</li><li>• Spitting Spiders</li><li>• Looks Like An Ant... Or Does It?</li><li>• The Venomous Sea Wasp</li><li>• The World's Most Disgusting Animal: The Haggish</li><li>• The Adventure of Keeping an Aquarium</li><li>• A Weird Animal: The Binturong</li><li>• Carnivorous Dinosaurs</li><li>• Bones Tell the Story</li><li>• Getting DNA Out of Ancient Fossils</li><li>• Selective Breeding, Genetic Engineering, and Pedigrees</li><li>• Ant Activists</li><li>• Birds Strut Their Stuff</li><li>• Make Way for Ducklings</li><li>• Orangutans See, Orangutans Do</li><li>• Snaking Around</li><li>• Squid: Underwater Masters of Disguise</li><li>• Taking the Bite Out of Mosquito Bites</li><li>• Totally Batty</li></ul>	<ul style="list-style-type: none"><li>• Making Connections &amp; Synthesizing (CL-3, A-1 The Lynx and the Hare: Predator-Prey Relationships)</li><li>• Context Clues (CL-3, A-2 What Happens When Something Goes Extinct?)</li><li>• Graphic Features (CL-1, A-1 What is Happening to the Bluefin Tuna?)</li><li>• Inferring (CL-2, A-2 Animal Cannibals)</li><li>• Print Features (CL-3, A-1 Home Sweet Home: Dens and Other Shelters)</li><li>• Monitor for Meaning (CL-1, A-1 Lizard Lifestyles)</li><li>• Monitor for Meaning (CL-2, A-1 Great Barrier Reef)</li><li>• Monitor for Meaning (CL-2, A-2 Is that Popcorn? No, it's a Binturong!)</li><li>• Inferring (CL-3, A-1 Meet a Scientists)</li></ul>
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**Readorium Alignment with Indiana State Science Standards: Grade 6**

**Earth and Space Science**

<b>Readorium Books By Standard</b>	<b>Magazine Articles (A) and Science Videos (V) By Standard</b>	<b>Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard</b>
<b>6.ESS.1</b> Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.		
<ul style="list-style-type: none"> <li>• Total Lunacy</li> <li>• Earth in Motion</li> <li>• Inner and Outer Planets</li> <li>• Lives of Stars</li> <li>• Space Rocks!</li> </ul>	<ul style="list-style-type: none"> <li>• The Surface and Eclipses of the Moon</li> <li>• Space Junk: Are We Trashing Our Solar System?</li> <li>• The Deep Mystery of Black Holes</li> <li>• Sparkling Sunspots</li> <li>• Gaps in the Galaxies</li> </ul>	
<b>6.ESS.2</b> Design models to describe how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in daylight hours, eclipses, and phases of the moon.		
<ul style="list-style-type: none"> <li>• Desert Biomes</li> <li>• Earth in Motion</li> <li>• Life in the Tundra</li> <li>• Rainforests</li> <li>• Weather</li> <li>• Inner and Outer Planets</li> </ul>	<ul style="list-style-type: none"> <li>• The Surface and Eclipses of the Moon</li> <li>• The Deep Mystery of Black Holes</li> <li>• Sparkling Sunspots</li> <li>• Gaps in the Galaxies</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>6.ESS.3</b> Compare and contrast the Earth, its moon, and other planets in the solar system, including comets and asteroids. (Comparison should be made in regard to size, surface features, atmospheric characteristics, and the ability to support life.)		
<ul style="list-style-type: none"> <li>• Desert Biomes</li> <li>• Earth in Motion</li> <li>• Life in the Tundra</li> <li>• Rainforests</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• The Surface and Eclipses of the Moon</li> <li>•</li> </ul>	

**Readorium Alignment with Indiana State Science Standards: Grade 6**

**Engineering, Technology and Application of Science (ETAS)**

<b>Readorium Books By Standard</b>	<b>Magazine Articles (A) and Science Videos (V) By Standard</b>	<b>Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard</b>
<b>6-8.E.1</b> Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.		
<ul style="list-style-type: none"> <li>• Artificial Satellites</li> <li>• Character Traits of a Good Scientist</li> <li>• Learning from Natural Disasters</li> <li>• Pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Inventor of the Toughest Stuff</li> <li>• Antlers, Beaks, Geckos , and Us</li> <li>• Safe from Tsunamis</li> <li>• An Amazing Teen Scientist</li> </ul>	<ul style="list-style-type: none"> <li>• Context Clues (CL-3, A-1 Thing That Go Boom!)</li> <li>• Determining Importance (CL-2, A-1 Dragonflies: Flying Aces)</li> </ul>
<b>6-8.E.2</b> Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.		
<ul style="list-style-type: none"> <li>• Superstition or Science</li> </ul>	<ul style="list-style-type: none"> <li>• Things That Go Boom! The History and Chemistry of Explosives</li> <li>• Crazy Careers in Science</li> <li>• Space Psychologist</li> <li>• From Waste to Energy: Bacteria Gives a Boost</li> <li>• Hydrogen Power</li> <li>• Wave of Future-Green Gasoline</li> <li>• Pig Poop &amp; Other Energy Sources</li> <li>• Getting Ready for Earthquakes</li> <li>• Chores Don't Have to be a Pain in the But...ler</li> <li>• Musical Computer</li> <li>• Robots of Your Dreams</li> <li>• Robots with Whiskers</li> <li>• Sensible Sensors</li> <li>• Signing Made Simple</li> <li>• Smart Cars!</li> <li>• The Ins and Outs of the Brain</li> <li>• Strong but Sensitive: Metal Foam</li> <li>• Smart Helicopters</li> <li>• X-Ray Vision: Beyond the Bones</li> <li>• Picking Your Brain</li> <li>• The Creative Brain</li> <li>• The Good, Bad, and Baby</li> <li>• What Makes Us Tick</li> <li>• Locked-in Syndrome: Finding a Way Out</li> <li>• Nanoparticles: Tiny Glowing Cancer Killers</li> <li>• Tongue Driven</li> <li>• Vision for Blind People-Fact or Fiction</li> <li>• Extreme Bacteria</li> <li>• Lord of the Tree Rings</li> <li>• Coral Corrosion</li> <li>• Disappearing Frogs</li> <li>• Earthworm Invasion</li> <li>• ESP: A Lab in a Can</li> <li>• Flowing Free</li> <li>• Virtual Wildfires</li> <li>• Women Powered Robots</li> </ul>	<ul style="list-style-type: none"> <li>• Context Clues (CL-3, A-1 Things That Go Boom!)</li> </ul>
<b>6-8.E.3</b> Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.		
<ul style="list-style-type: none"> <li>• Microscopes</li> <li>• Space Race</li> <li>• Superstition or Science</li> </ul>	<ul style="list-style-type: none"> <li>• Do Scientists Cheat?</li> </ul>	
<b>6-8.E.4</b> Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.		
<ul style="list-style-type: none"> <li>• Microscopes</li> <li>• Space Race</li> <li>• Scientific Method</li> </ul>		<ul style="list-style-type: none"> <li>• Graphic Features (CL-2, A-1 High School Track)</li> </ul>

## Readorium Alignment with Indiana State Science Standards: Grade 7

**Readorium Content:** In Readorium, students choose **science books** that interest them or teachers may lock or unlock specific books for classes, groups, or individuals. All students can understand the same rich content because the readability levels of the chapters and the supports students receive automatically adjust to their individual needs as they read. Once students receive tokens for completing books, they may select magazine articles or National Science Foundation videos. They may also participate in game-like activities based on the concepts and vocabulary they just learned. Teachers can log into the **Teacher Resource Center** to view student data and download resources and lessons based on this data. The following chart shows the content available for students by Indiana State Science Standards. Some content applies to more than one standard.

<b>Readorium Alignment with Indiana State Standards: Grade 7</b>		
<b>Physical Science</b>		
<b>Readorium Books By Standard</b>	<b>Magazine Articles (A) and Science Videos (V) By Standard</b>	<b>Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard</b>
<b>7.PS.1</b> Draw, construct models, or use animations to differentiate between atoms, elements, molecules, and compounds		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 2</li> </ul>	<ul style="list-style-type: none"> <li>• Gold-The Magnificent Metal</li> <li>• Crystals</li> </ul>	
<b>7.PS.2</b> Describe the properties of solids, liquids, and gases. Develop models that predict and describe changes in particle motion, density, temperature, and state of a pure substance when thermal energy is added or removed		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 1</li> <li>• Chemical and Physical Properties of Matter 2</li> <li>• Formation of Volcanoes</li> <li>• Lights Sound Action</li> <li>• Plate Tectonics</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Splash</li> <li>• The Water Cycle</li> </ul>	
<b>7.PS.3</b> Investigate the Law of Conservation of Mass by measuring and comparing the mass of a substance before and after a change of state.		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 2</li> </ul>	<ul style="list-style-type: none"> <li>• Gold-The Magnificent Metal</li> <li>• Crystal</li> </ul>	
<b>7.PS.4</b> Investigate Newton's first law of motion (Law of Inertia) and how different forces (gravity, friction, push and pull) affect the velocity of an object.		
<ul style="list-style-type: none"> <li>• Newton's Laws</li> <li>• Scientists Who Changed the World</li> <li>• Sports Physics</li> <li>• Space Rocks!</li> </ul>	<ul style="list-style-type: none"> <li>• A Titanic Collision: The Science Behind the Sunken Ship</li> </ul>	
<b>7.PS.5</b> Investigate Newton's second law of motion to show the relationship among force, mass, and acceleration.		
<ul style="list-style-type: none"> <li>• Newton's Laws</li> <li>• Scientists Who Changed the World</li> <li>• Sports Physics</li> <li>• Space Rocks!</li> </ul>	<ul style="list-style-type: none"> <li>• A Titanic Collision: The Science Behind the Sunken Ship</li> </ul>	
<b>7.PS.6</b> Investigate Newton's third law of motion to show the relationship between action and reaction forces.		
<ul style="list-style-type: none"> <li>• Newton's Laws</li> <li>• Scientists Who Changed the World</li> <li>• Sports Physics</li> <li>• Space Rocks!</li> </ul>	<ul style="list-style-type: none"> <li>• A Titanic Collision: The Science Behind the Sunken Ship</li> </ul>	
<b>7.PS.7</b> Construct a device that uses one or more of Newton's laws of motion. Explain how motion, acceleration, force, and mass are affecting the device.		
<ul style="list-style-type: none"> <li>• Newton's Laws</li> <li>• Scientists Who Changed the World</li> <li>• Sports Physics</li> <li>• Space Rocks!</li> </ul>	<ul style="list-style-type: none"> <li>• A Titanic Collision: The Science Behind the Sunken Ship</li> <li>• Gravity-The Evil Basketball Player</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>7.PS.8</b> Investigate a process in which energy is transferred from one form to another and provide evidence that the total amount of energy does not change during the transfer when the system is closed. (Law of conservation of energy).		
<ul style="list-style-type: none"> <li>• Sports Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Weapons Older than Dirt: The History of Some of the World's Most Ancient Weapons</li> <li>• Things That Go Boom! The History and Chemistry of Explosives</li> </ul>	
<b>7.PS.9</b> Compare and contrast the three types of heat transfer: radiation, convection, and conduction.		
<ul style="list-style-type: none"> <li>• Continental Drift</li> <li>• Plate Tectonics</li> </ul>		

**Readorium Alignment with Indiana State Science Standards: Grade 7**

**Life Science**

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<b>7.LS.1</b> Investigate and observe cells in living organisms and collect evidence showing that living things are made of cells. Compare and provide examples of prokaryotic and eukaryotic organisms. Identify the characteristics of living things.		
<ul style="list-style-type: none"> <li>• Microscopes</li> <li>• Nature's Weird Surprises</li> <li>• Our Bodies</li> <li>• Genetics: Why We Look the Way We Do</li> <li>• The Formation and Growth of Human Life- Mitosis and Meiosis</li> </ul>	<ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• The Brain...What's in There</li> <li>• Cancer: Cells Out of Control</li> <li>• Twin Fascination</li> <li>• The Tiny World of Cells</li> <li>• Cells and Smells</li> </ul>	<ul style="list-style-type: none"> <li>• Making Connections &amp; Synthesizing (CL-1, A-2 The Warrior Gene)</li> </ul>
<b>7.LS.2</b> Create a model to show how the cells in multicellular organisms repeatedly divide to make more cells for growth and repair as a result of mitosis. Explain how mitosis is related to cancer.		
<ul style="list-style-type: none"> <li>• Microscopes</li> <li>• Nature's Weird Surprises</li> <li>• Our Bodies</li> <li>• Genetics: Why We Look the Way We Do</li> <li>• The Formation and Growth of Human Life- Mitosis and Meiosis</li> </ul>	<ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• The Brain...What's in There</li> <li>• Cancer: Cells Out of Control</li> <li>• Twin Fascination</li> <li>• The Tiny World of Cells</li> <li>• Cells and Smells</li> </ul>	<ul style="list-style-type: none"> <li>• Making Connections &amp; Synthesizing (CL-1, A-2 The Warrior Gene)</li> </ul>
<b>7.LS.3</b> Explain how cells develop through differentiation into specialized tissues and organs in multicellular organisms.		
<ul style="list-style-type: none"> <li>• Genetics: Why We Look the Way We Do</li> <li>• Microscopes: Seeing the Tiny World</li> </ul>	<ul style="list-style-type: none"> <li>• I'm Squished (An Argument by Cell Organelles)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>7.LS.4</b> Research and describe the functions and relationships between various cell types, tissues, and organs in the immune system, circulatory system and digestive system of the human body.		
<ul style="list-style-type: none"> <li>• Becoming and Staying Healthy</li> <li>• Nature's Weird Surprises</li> <li>• Our Bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Hair Time</li> <li>• Raise Your Voice</li> <li>• Cells and Smells</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>7.LS.5</b> Compare and contrast the form and function of the organelles found in plant and animal cells.		
<ul style="list-style-type: none"> <li>• Mitosis and Meiosis</li> </ul>	<ul style="list-style-type: none"> <li>• I'm Squished (An Argument by Cell Organelles)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Readorium Alignment with Indiana State Science Standards: Grade 7**

**Earth and Space Science**

<b>Readorium Books By Standard</b>	<b>Magazine Articles (A) and Science Videos (V) By Standard</b>	<b>Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard</b>
<p><b>7.ESS.1</b> Identify and investigate the properties of minerals. Identify and classify a variety of rocks based on physical characteristics from their origin, and explain how they are related using the rock cycle. (i.e. Sedimentary, igneous, and metamorphic rocks)</p>		
<ul style="list-style-type: none"> <li>• Big Delicious Earth</li> <li>• Caves</li> <li>• Continental Drift</li> <li>• Earthquakes</li> <li>• Formation of Mountains and Deserts</li> <li>• Plate Tectonics</li> <li>• Sea Floor Spreading</li> </ul>	<ul style="list-style-type: none"> <li>• Rocks Rock</li> <li>• Crystals</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-3, A-2 Crystals)</li> </ul>
<p><b>7.ESS.2</b> Construct a model or scale drawing (digitally or on paper), based on evidence from rock strata and fossil records, for how the geological time scale is used to organize Earth's 4.6 billion year-old history.</p>		
<ul style="list-style-type: none"> <li>• Big Delicious Earth</li> <li>• Formation of Volcanoes</li> <li>• Formation of Mountains and Deserts</li> </ul>		
<p><b>7.ESS.3</b> Using simulations or demonstrations, explain continental drift theory and how lithospheric (tectonic) plates have been and still are in constant motion resulting in the creation of landforms on the Earth's surface over time.</p>		
<ul style="list-style-type: none"> <li>• Big Delicious Earth</li> <li>• Caves</li> <li>• Continental Drift</li> <li>• Earthquakes</li> <li>• Formation of Mountains and Deserts</li> <li>• Plate Tectonics</li> <li>• Sea Floor Spreading</li> </ul>	<ul style="list-style-type: none"> <li>• Crystal</li> <li>• Icy Evidence in the Core</li> <li>• Science on Ice</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-3, A-2 Crystals)</li> </ul>
<p><b>7.ESS.4</b> Construct an explanation, based on evidence found in and around Indiana, for how large scale physical processes, such as Karst topography and glaciation, <b>have</b> shaped the land.</p>		
<ul style="list-style-type: none"> <li>• Big Delicious Earth</li> <li>• Caves</li> <li>• Continental Drift</li> <li>• Earthquakes</li> <li>• Formation of Mountains and Deserts</li> <li>• Plate Tectonics</li> <li>• Sea Floor Spreading</li> </ul>	<ul style="list-style-type: none"> <li>• Crystal</li> <li>• Icy Evidence in the Core</li> <li>• Science on Ice</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-3, A-2 Crystals)</li> </ul>
<p><b>7.ESS.5</b> Construct a model, diagram, or scale drawing of the interior layers of the Earth. Identify and compare the compositional (chemical) layers to the mechanical (physical) layers of the Earth's interior including magnetic properties.</p>		
<ul style="list-style-type: none"> <li>• Big Delicious Earth</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>7.ESS.6</b> Research common synthetic materials (i.e. plastics, composites, polyester, and alloys) to gain an understanding that synthetic materials do come from natural resources and have an impact on society.</p>		
<ul style="list-style-type: none"> <li>• Pollution</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>7.ESS.7</b> Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.</p>		
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



**Readorium Alignment with Indiana State Science Standards: Grade 7**

**Engineering, Technology and Application of Science (ETAS)**

Readorium Books By Standard	Magazine Articles (A) and Science Videos (V) By Standard	Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard
<b>6-8.E.1</b> Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.		
<ul style="list-style-type: none"> <li>Artificial Satellites</li> <li>Character Traits of a Good Scientist</li> <li>Learning from Natural Disasters</li> <li>Pollution</li> </ul>	<ul style="list-style-type: none"> <li>Inventor of the Toughest Stuff (A)</li> <li>Antlers, Beaks, Geckos and Us (V)</li> <li>Safe from Tsunamis (V)</li> <li>An Amazing Teen Scientist (A)</li> </ul>	<ul style="list-style-type: none"> <li>Context Clues (CL-3 A-1 Things That Go Boom!)</li> <li>Determining Importance (CL-2, A-1. Dragonflies: Flying Aces)</li> </ul>
<b>6-8.E.2</b> Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.		
<ul style="list-style-type: none"> <li>Superstition or Science</li> </ul>	<ul style="list-style-type: none"> <li>Things That Go BOOM!: The History and Chemistry of Explosives (A)</li> <li>Crazy Careers in Science (A)</li> <li>Space psychologist (A)</li> <li>From Waste to Energy: Bacteria Gives a Boost(V)</li> <li>Hydrogen Power(V)</li> <li>Wave of Future- Green Gasoline (V)</li> <li>Pig Poop &amp; Other Energy Sources (V)</li> <li>Getting Ready for Earthquakes (V)</li> <li>Chores Don't Have to be a Pain in the But...ler (V)</li> <li>Musical Computer (V)</li> <li>Robots of Your Dreams (V)</li> <li>Robots with Whiskers (V)</li> <li>Sensible Sensors (V)</li> <li>Signing Made Simple (V)</li> <li>Smart Cars!(V)</li> <li>The Ins and Outs of the Brain (V)</li> <li>Strong but Sensitive: Metal Foam (V)</li> <li>Smart Helicopters (V)</li> <li>X-Ray Vision: Beyond the Bones (V)</li> <li>Picking Your Brain ( V)</li> <li>The Creative Brain (V)</li> <li>The Good, Bad, and Baby (V)</li> <li>What Makes Us Tick (V)</li> <li>Locked-in Syndrome: Finding a Way Out (V)</li> <li>Nanoparticles: Tiny Glowing Cancer Killers (V)</li> <li>Tongue Driven (V)</li> <li>Vision for Blind People - Fact or Fiction(V)</li> <li>Extreme Bacteria (V)</li> <li>Lord of the Tree Rings (V)</li> <li>Coral Corrosion (V)</li> <li>Disappearing Frogs (V)</li> <li>Earthworm Invasion (V)</li> <li>ESP: A Lab in a Can (V)</li> <li>Flowing Free (V)</li> <li>Virtual Wildfires (V)</li> <li>Women Powered Robots (V)</li> <li>Wave of the Future: Clean Ocean Energy (V)</li> <li>A Computer's Best Friend(A)</li> </ul>	<ul style="list-style-type: none"> <li>Context Clues (CL-3 A-1 Things That Go Boom!)</li> </ul>
<b>6-8.E.3</b> Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.		
<ul style="list-style-type: none"> <li>Microscopes</li> <li>Space Race</li> <li>Superstition or Science</li> </ul>	<ul style="list-style-type: none"> <li>Do Scientists Cheat? (A)</li> </ul>	
<b>6-8.E.4</b> Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.		
<ul style="list-style-type: none"> <li>Microscopes</li> <li>Space Race</li> <li>Scientific Method</li> </ul>		<ul style="list-style-type: none"> <li>Graphic Features (CL-2, A-1 High School Track)</li> </ul>

## Readorium Alignment with Indiana State Science Standards: Grade 8

**Readorium Content:** In Readorium, students choose **science books** that interest them or teachers may lock or unlock specific books for classes, groups, or individuals. All students can understand the same rich content because the readability levels of the chapters and the supports students receive automatically adjust to their individual needs as they read. Once students receive tokens for completing books, they may select magazine articles or National Science Foundation videos. They may also participate in game-like activities based on the concepts and vocabulary they just learned. Teachers can log into the **Teacher Resource Center** to view student data and download resources and lessons based on this data. The following chart shows the content available for students by Indiana State Science Standards. Some content applies to more than one standard.

<b>Readorium Alignment with Indiana State Science Standards: Grade 8</b>		
<b>Physical Science</b>		
<b>Readorium Books By Standard</b>	<b>Magazine Articles (A) and Science Videos (V) By Standard</b>	<b>Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard</b>
<b>8.PS.1</b> Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons, and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 1</li> <li>• Chemical and Physical Properties of Matter 2</li> </ul>	<ul style="list-style-type: none"> <li>• Matter Matters(A)</li> <li>• Crime Scene Science(A)</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-3, A-2 Crystals)</li> </ul>
<b>8.PS.2</b> Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds.		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 1</li> <li>• Chemical and Physical Properties of Matter 2</li> </ul>	<ul style="list-style-type: none"> <li>• Matter Matters(A)</li> <li>• Crime Scene Science(A)</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-3, A-2 Crystals)</li> </ul>
<b>8.PS.3</b> Use basic information provided for an element (atomic mass, atomic number, symbol, and name) to determine its place on the Periodic Table. Use this information to find the number of protons, neutrons, and electrons in an atom.		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 1</li> <li>• Chemical and Physical Properties of Matter 2</li> </ul>	<ul style="list-style-type: none"> <li>• Matter Matters(A)</li> <li>• Crime Scene Science(A)</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-3, A-2 Crystals)</li> </ul>
<b>8.PS.4</b> Identify organizational patterns (radius, atomic number, atomic mass, properties and radioactivity) on the Periodic Table.		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 1</li> <li>• Chemical and Physical Properties of Matter 2</li> </ul>	<ul style="list-style-type: none"> <li>• Matter Matters(A)</li> <li>• Crime Scene Science(A)</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance (CL-3, A-2 Crystals)</li> </ul>
<b>8.PS.5</b> Investigate the property of density and provide evidence that properties, such as density, do not change for a pure substance.		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 2</li> </ul>		
<b>8.PS.6</b> Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred.		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 1</li> <li>• Chemical and Physical Properties of Matter 2</li> </ul>		
<b>8.PS.7</b> Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass)		
<ul style="list-style-type: none"> <li>• Chemical and Physical Properties of Matter 1</li> <li>• Chemical and Physical Properties of Matter 2</li> </ul>		

**Readorium Alignment with Indiana State Science Standards: Grade 8**

**Life Science**

<b>Readorium Books By Standard</b>	<b>Magazine Articles (A) and Science Videos (V) By Standard</b>	<b>Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard</b>
<ul style="list-style-type: none"> <li>8.LS.1 Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.</li> </ul>		
<ul style="list-style-type: none"> <li>Genetics: Why We Look the Way We Do</li> <li>Mitosis and Meiosis</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>8.LS.2 Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop.</li> </ul>		
<ul style="list-style-type: none"> <li>Genetics: Why We Look the Way We Do</li> <li>Mitosis and Meiosis</li> </ul>		
<ul style="list-style-type: none"> <li>8.LS.3 Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance.</li> </ul>		
<ul style="list-style-type: none"> <li>Genetics: Why We Look the Way We Do</li> </ul>		
<ul style="list-style-type: none"> <li>8.PS.4 Differentiate between and provide examples of acquired and genetically inherited traits.</li> </ul>		
<ul style="list-style-type: none"> <li>Genetics: Why We Look the Way We Do</li> </ul>		
<ul style="list-style-type: none"> <li>8.PS.5 Explain how factors affecting natural selection (competition, genetic variations, environmental changes, and overproduction) increase or decrease a species' ability to survive and reproduce.</li> </ul>		
<ul style="list-style-type: none"> <li>Coral Reefs</li> <li>Life in Caves</li> <li>Surviving in Nature</li> </ul>	<ul style="list-style-type: none"> <li>Survival of the Fittest (A)</li> <li>Lord of the Tree Rings (V)</li> </ul>	
<ul style="list-style-type: none"> <li>8.PS.6 Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ.</li> </ul>		
<ul style="list-style-type: none"> <li>Genetics: Why We Look the Way We Do</li> </ul>		
<ul style="list-style-type: none"> <li>8.PS.7 Recognize organisms are classified into taxonomic levels according to shared characteristics. Explain how an organism's scientific name correlates to these shared characteristics.</li> </ul>		
<ul style="list-style-type: none"> <li>8.PS.8 Explore and predict the evolutionary relationships between species looking at the anatomical differences among modern organisms <b>and fossil organisms.</b></li> </ul>		
<ul style="list-style-type: none"> <li>8.PS.9 Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.</li> </ul>		
<ul style="list-style-type: none"> <li>Surviving in Nature</li> </ul>	<ul style="list-style-type: none"> <li>A Spider with a Deadly Aim (The Bola Spider) (A)</li> <li>Selective Breeding, Genetic Engineering, and Pedigrees (A)</li> <li>Symbiosis: Living Together and Loving It (A)</li> <li>Insects and Team Work (V)</li> <li>Picking Your Brain (V)</li> </ul>	<ul style="list-style-type: none"> <li>Is that Popcorn? No, it's a Binturong! (CL-2, A-2)</li> <li>Home Sweet Home: Dens and Other Shelters (CL-3 A-1)</li> </ul>
<ul style="list-style-type: none"> <li>8.PS.10 Gather and synthesize information about how humans alter organisms genetically through a variety of methods.</li> </ul>		
	<ul style="list-style-type: none"> <li>Biotechnology (A)</li> <li>The Evolution of Peppered Moths (A)</li> <li>Taking the Bite Out of Mosquito Bites (V)</li> </ul>	
<ul style="list-style-type: none"> <li>8.PS.11 Investigate how viruses and bacteria affect the human body.</li> </ul>		
<ul style="list-style-type: none"> <li>Becoming and Staying Healthy</li> <li>Nature's Weird Surprises</li> </ul>	<ul style="list-style-type: none"> <li>From Waste to Energy: Bacteria (A)</li> <li>Extreme Bacteria (V)</li> <li>Mysteries of the Common Cold (A)</li> </ul>	

**Readorium Alignment with Indiana State Science Standards: Grade 8**

**Earth and Space Science**

<b>Readorium Books By Standard</b>	<b>Magazine Articles (A) and Science Videos (V) By Standard</b>	<b>Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard</b>
<b>8.ESS.1</b> Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.		
<ul style="list-style-type: none"> <li>• Pollution</li> <li>• Coral Reefs</li> </ul>	<ul style="list-style-type: none"> <li>• Chilling Facts about a Burning Issue: Climate Change Quiz- Pt. 1 (A)</li> <li>• Chilling Facts about a Burning Issue: Climate Change Quiz- Pt. 2 (A)</li> <li>• It's Too Hot (A)</li> <li>• Global Temperatures (A)</li> <li>• Hurricane Hunting (V)</li> <li>• Icy Evidence in the Core (V)</li> <li>• Science on Ice (V)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>8.ESS.2</b> Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.		
<ul style="list-style-type: none"> <li>• Total Lunacy</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• The Water Cycle (A)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>8.ESS.3</b> Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).		
<ul style="list-style-type: none"> <li>• Coral Reefs</li> <li>• Pollution</li> <li>• Prairie Ecosystems</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• The Evolution of Peppered Moths (A)</li> <li>• Global Temperatures (A)</li> <li>• Disappearing Frogs (V)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Readorium Alignment with Indiana State Science Standards: Grade 8		
Engineering, Technology and Application of Science (ETAS)		
Readorium Books By Standard	Magazine Articles (A) and Science Videos (V) By Standard	Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard
<b>6-8.E.1</b> Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.		
<ul style="list-style-type: none"> <li>Artificial Satellites</li> <li>Character Traits of a Good Scientist</li> <li>Learning from Natural Disasters</li> <li>Pollution</li> </ul>	<ul style="list-style-type: none"> <li>An Amazing Teen Scientist (A)</li> <li>Inventor of the Toughest Stuff (A)</li> <li>Antlers, Beaks, Geckos and Us (V)</li> <li>Safe from Tsunamis (V)</li> <li>Pig Poop and Other Energy Sources (V)</li> </ul>	<ul style="list-style-type: none"> <li>Context Clues (CL-3 A-1 Things That Go Boom!)</li> <li>Determining Importance (CL-2, A-1. Dragonflies: Flying Aces)</li> </ul>
<b>6-8.E.2</b> Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.		
<ul style="list-style-type: none"> <li>Superstition or Science</li> </ul>	<ul style="list-style-type: none"> <li>Things That Go BOOM!: The History and Chemistry of Explosives (A)</li> <li>Crazy Careers in Science (A)</li> <li>Space psychologist (A)</li> <li>From Waste to Energy: Bacteria Gives a Boost(V)</li> <li>Hydrogen Power(V)</li> <li>Wave of Future- Green Gasoline (V)</li> <li>Pig Poop &amp; Other Energy Sources (V)</li> <li>Getting Ready for Earthquakes (V)</li> <li>Chores Don't Have to be a Pain in the But...ler (V)</li> <li>Musical Computer (V)</li> <li>Robots of Your Dreams( V)</li> <li>Robots with Whiskers (V)</li> <li>Sensible Sensors (V)</li> <li>Signing Made Simple (V)</li> <li>Smart Cars!(V)</li> <li>The Ins and Outs of the Brain (V)</li> <li>Strong but Sensitive: Metal Foam (V)</li> <li>Smart Helicopters (V)</li> <li>X-Ray Vision: Beyond the Bones (V)</li> <li>Picking Your Brain ( V)</li> <li>The Creative Brain (V)</li> <li>The Good, Bad, and Baby (V)</li> <li>What Makes Us Tick (V)</li> <li>Locked-in Syndrome: Finding a Way Out (V)</li> <li>Nanoparticles: Tiny Glowing Cancer Killers (V)</li> <li>Tongue Driven (V)</li> <li>Vision for Blind People - Fact or Fiction(V)</li> <li>Extreme Bacteria (V)</li> <li>Lord of the Tree Rings (V)</li> <li>Coral Corrosion (V)</li> <li>Disappearing Frogs (V)</li> <li>Earthworm Invasion (V)</li> <li>ESP: A Lab in a Can (V)</li> <li>Flowing Free (V)</li> <li>Virtual Wildfires (V)</li> <li>Women Powered Robots (V)</li> <li>Wave of the Future: Clean Ocean Energy (V)</li> <li>A Computer's Best Friend(A)</li> </ul>	<ul style="list-style-type: none"> <li>Context Clues (CL-3 A-1 Things That Go Boom!)</li> </ul>
<b>6-8.E.3</b> Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.		
<ul style="list-style-type: none"> <li>Microscopes</li> <li>Space Race</li> <li>Superstition or Science</li> </ul>	<ul style="list-style-type: none"> <li>Do Scientists Cheat? (A)</li> </ul>	
<b>6-8.E.4</b> Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.		
<ul style="list-style-type: none"> <li>Microscopes</li> <li>Space Race</li> <li>Scientific Method</li> </ul>		<ul style="list-style-type: none"> <li>Graphic Features (CL-2, A-1 High School Track)</li> </ul>