



Smithsonian

STC

SCIENCE AND TECHNOLOGY CONCEPTS™

MIDDLE SCHOOL

Collapsing Honey Bee Colonies Killer Phytoplankton – Walking Whales

Student scientists research real-world problems and explain phenomena

**College and
Career Readiness
Starts Here!**



Whether you're completing an integrated science curriculum or looking for enrichment or remediation, *STC Middle School™ Research Modules* offer:

- 2–3 weeks of investigations that guide students in utilizing SEPs and CCCs to obtain, evaluate, and communicate information
- Immersion in research in which students think and work like real scientists and engineers to explain real-world phenomena and construct solutions to contemporary problems
- Phenomenon-driven instruction that utilizes science and engineering practices and is supported by rich digital resources, including simulations and videos
- Human-impact and human-interest topics that are perfect for summer school, STEM programs, and end-of-year projects

**Life, Earth, and
Physical Sciences
Integrated
Within the
Three
Dimensions
of NGSS*!**

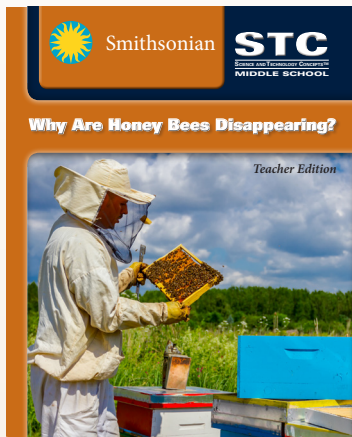
* Next Generation Science Standards® is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards were involved in the production of, and do not endorse, these products.

To review modules online, visit
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MODULES INCLUDE:

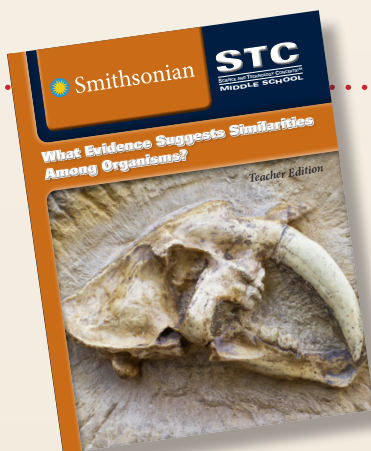
- Teacher Edition
- 16 Student Guides
- Digital Access to Carolina Science Online®



Why Are Honey Bees Disappearing?

Unit Driving Question: Why are honey bees important, and what can we do to minimize human impact on these populations?

- Using their research of honey bees, students design solutions to lessen human impact on colony collapse disorder (CCD) and develop a communication plan to educate their community about CCD.
- Item # 512701 \$189.95



What Evidence Suggests Similarities Among Organisms?

Unit Driving Question: Where did whales come from?

- Using their research about the ancestors of whales and their analysis of the fossil record, students make an evidence-based claim to explain how present-day whales evolved.
- Item # 512721 \$189.95

How Can We Use Technology to Monitor Aquatic Ecosystems?

Unit Driving Question: How do phytoplankton affect aquatic ecosystems, and how can we use technology to monitor them?

- Using their research of harmful algal blooms (HABs) in a specific region, students make proposals to minimize human impact or mitigate harmful effects. Students describe the evidence and scientific reasoning that supports the claim that human activity contributes to HABs.
- Item # 512711 \$189.95

