

GRADE 9 BIOLOGY 1 FRAMEWORK

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THEMES AND CONTENT

- Ecosystems: Interactions, Energy and Dynamics
- Biological Evolution: Unity and Diversity

SCIENCE AND ENGINEERING PRACTICES (DEVELOPED IN CONJUNCTIONS WITH THE PERFORMANCE INDICATORS)

Asking Questions and Defining Problems

Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.

- Ask questions
 - that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information.
 - that arise from examining models or a theory, to clarify and/or seek additional information and relationships.
 - to determine relationships, including quantitative relationships, between independent and dependent variables.
 - to clarify and refine a model, an explanation, or an engineering problem.
- Evaluate a question to determine if it is testable and relevant.

- Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.
- Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design.
- Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations.

Developing and Using Models

Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.

- Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism or system in order to select or revise a model that best fits the evidence or design criteria.
- Design a test of a model to ascertain its reliability.
- Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
- Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
- Develop a complex model that allows for manipulation and testing of a proposed process or system.
- Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.

Planning and Carrying Out Investigations

Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

- Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled.
- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
- Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
- Select appropriate tools to collect, record, analyze, and evaluate data.
- Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.
- Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables.

Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
- Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
- Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.
- Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.
- Evaluate the impact of new data on a working explanation and/or model of a proposed process or system.
- Analyze data to identify design features or characteristics of the components of a proposed process or system to optimize it relative to criteria for success.

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system.
- Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.
- Apply techniques of algebra and functions to represent and solve scientific and engineering problems.
- Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world.
- Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m³, acre-feet, etc.).

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
- Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.
- Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

- Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues.
- Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments.
- Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence, challenging ideas and conclusions, responding thoughtfully to diverse perspectives, and determining additional information required to resolve contradictions.
- Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
- Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence.
- Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and/or logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations).

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.
- Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source.
- Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.
- Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).

SCIENCE NOTEBOOK EXPECTATIONS

- In Grade 9, science notebooks become an independent responsibility of the student.
- Students are expected to keep an organized notebook with notes from class, work done at home and data collected during labs.

SCIENTIFIC WRITING EXPECTATIONS

- Students will conduct two research projects (possible formats: brochure, video, PowerPoint presentation, poster) about human impacts on ecosystems and biodiversity, which will include but is not limited to the following requirements:
 - Conduct independent background research
 - Include in-text citations for research
 - Use a minimum of 7 reliable sources, correctly cited in MLA format
 - Provide a bibliography created with NoodleTools
 - Submit projects via Turnitin (when applicable)
 - (Additional information about research parameters is available on the CAISL website)

SCIENCE LABORATORY SAFETY EXPECTATIONS

Students will be expected to learn and to follow the expectations for safe and appropriate practices during laboratory activity, as shown on the “Science Laboratory Safety” document.

See link below:

https://www.caislisbon.org/uploaded/Curriculum_links/Science/Science_lab_safety_High_School.pdf

INFORMATION TECHNOLOGY EXPECTATIONS

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL’s Research and Information Technology Integration Scope and Sequence.

See link below:

https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf

PERFORMANCE INDICATORS (ASSESSED ON REPORT CARDS)

LIFE SCIENCE

Ecosystems: Interactions, Energy and Dynamics: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. DOK 2

Ecosystems: Interactions, Energy and Dynamics: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. DOK 2

Ecosystems: Interactions, Energy and Dynamics: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. DOK 2

Ecosystems: Interactions, Energy and Dynamics: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. DOK 3

Ecosystems: Interactions, Energy and Dynamics: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. DOK 3

Ecosystems: Interactions, Energy and Dynamics: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. DOK 2

Ecosystems: Interactions, Energy and Dynamics: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. DOK 3

Ecosystems: Interactions, Energy and Dynamics: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. DOK 3

Biological Evolution: Unity and Diversity: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. DOK 2

Biological Evolution: Unity and Diversity: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. DOK 2

Biological Evolution: Unity and Diversity: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. DOK 2

Biological Evolution: Unity and Diversity: Construct an explanation based on evidence for how natural selection leads to adaptation of populations. DOK 2

Biological Evolution: Unity and Diversity: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. DOK 2

Biological Evolution: Unity and Diversity: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. DOK 3