

Curriculum Guide
For
Science

(Revised June 2016)



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The Purpose of Science in **St. John's Lutheran School Curriculum**

At St. John's Lutheran School we value the study of science as an important tool in implementing our vision and philosophy statement. Science, simply put, is a study of the order that God has put into the universe. Our goal in implementing this science curriculum is to give our students the skills and knowledge necessary to understand this order. We also want our students to understand that science and God are compatible, not contradictory entities. In order to accomplish these goals we employ a variety of learning and teaching experiences (demonstrations, discussion, investigations, experiments, and problem solving exercises just to name a few.)

Overview of Science Curriculum

Our science curriculum at St. John's is broken down into the following disciplines:

Physical Science

- *Directly or indirectly, we use the properties and characteristics of matter on a daily basis, whether it be to choose the clothes we wear or to design and construct a skyscraper. Beyond these properties and characteristics, the interactions, transfers, and transformations of matter and energy account for many of the changes observed in everyday events, ranging from driving an automobile to ongoing changes within the Earth system and the chemical changes that take place as a cake bakes. In addition, the transfer and transformation of energy affect all aspects of life, from the growth of plants to the eradication of cancerous tumors by irradiation. Perhaps most importantly, students need a background of energy-related knowledge that they can use to make decisions which may have personal, spiritual, local, national, and global implications. Students need to*

also realize the impact that God has on all these matters and throughout our lives.

Life Science

- *Students have a natural curiosity about life, plants, and animals and how they interact in nature. By studying organisms and where they live, our students will gain a better understanding of their world (God's creation). They learn about the interrelationships of organisms and how their own actions can have a critical impact on other organisms. We want our students to understand the human body, its structures and organization, its functioning, and the growth process. This knowledge can assist our students in making informed choices regarding such things as nutrition and exercise that will affect their long term health. When students study genetics and biological evolution – the changes in organisms through time – they come to understand diversity and relatedness within the living world. An understanding of God's form and method of the creation of our world is an important aspect that students at St. John's need to understand, as well as how it compares to earthly ideas and theories of our creation or evolution. An understanding of genes and inheritance will be crucial as scientists learn more about DNA, and new technologies provide the tools to alter life in ways (good and bad) that are not possible today.*

Earth and Space Sciences

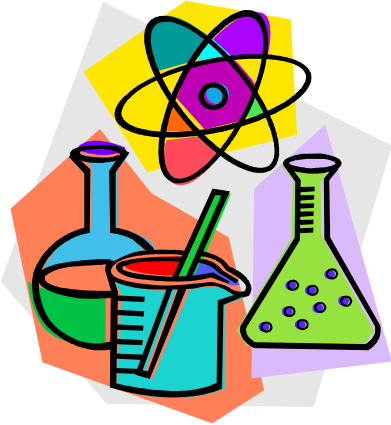
- *By studying Earth, its composition, history and the processes that God used to shape it, our students gain a better understanding of the planet on which they live. Our planet's atmosphere, water, and the sun are vital to life. Understanding these topics and their associated patterns and processes allows students to make predictions, select responsible choices, and evaluate the consequences. All bodies in space which were created by God, including Earth, are influenced by forces acting throughout the solar system and the universe. Studying the universe enhances our understanding of Earth's creation, its place in the universe, and its future. Our students will come to realize how many of the technological advances developed for space exploration has benefited modern society.*

Adopted Textbooks For Science

1st-5th Grades:

Houghton Mifflin Science

Houghton Mifflin, Copyright 2007



6th-8th Grades:

Glencoe Science (Red, Green, and Blue

editions) Glencoe/McGraw Hill, Copyright
2002



St. John's Lutheran School
Science Curriculum Matrix

Using the Next Generation Science Standards - Arranged by topic

<i>Grade</i>	<i>Earth & Space Science</i>	<i>Life Science</i>	<i>Physical Science</i>
K	- Weather & Climate	- Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	- Forces and Interactions: Pushes and Pulls
1st	- Space Systems: Patterns & Cycles	- Structure, Function, and Information Processing	- Waves: Light and Sound
2nd	- Earths System: Processes That Shape the Earth	- Interdependent Relationships in Ecosystems	- Structure and Properties of Matter
3rd	- Weather & Climate	- Interdependent Relationships in Ecosystems - Inheritance and Variation of Traits: Life Cycles and Traits	- Forces and Interactions
4th	- Earths System: Processes That Shape the Earth	- Structure, Function, and Information Processing	- Energy - Waves: Waves and Information
5th	- Earth Systems - Space Systems: Stars and the Solar System	- Matter and Energy in Organisms and Ecosystems	- Structure and Properties of Matter
Middle School	- Space Systems - History of Earth - Earth's Systems - Weather & Climate - Human Impacts	- Structure, Function, and Information Processing - Matter and Energy in Organisms and Ecosystems - Interdependent Relationships in Ecosystems - Natural Selection and Adaptations - Growth, Development, and Reproduction of Organisms	- Structure and Properties of Matter - Chemical Reactions - Forces and Interactions - Energy - Waves and Electromagnetic Radiation

St. Johns Science Framework – Learning Progressions and Performance Expectations

(Adapted from the Next Generation Science Standards)

K-2 Learning Progressions

Science & Engineering Practices

Asking Questions and Defining Problems for Grades K-2

Asking Questions and defining problems in K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

- Ask questions based on observations to find more information about the natural and/or designed world.
- Ask and/or identify questions that can be answered by an investigation.
- Define a simple problem that can be solved through the development of a new or improved object or tool.

Developing and Using Models for Grades K-2

Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Distinguish between a model and the actual object, process, and/or events the model represents.
- Compare models to identify common features and differences.
- Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).
- Develop a single model based on evidence to represent a proposed object or tool.

Planning and Carrying Out Investigations for Grades K-2

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- With guidance, plan and conduct an investigation in collaboration with peers (for K).
- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
- Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.
- Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.
- Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.
- Make predictions based on prior experiences.

Analyzing and Interpreting Data for Grades K-2

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Record information (observations, thoughts, and ideas).
- Use and share pictures, drawings, and/or writings of observations.
- Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.
- Compare predictions (based on prior experiences) to what occurred (observable events).
- Analyze data from tests of an object or tool to determine if it works as intended.

Using Mathematics and Computational Thinking for Grades K-2

Mathematical and computational thinking in K-2 builds on prior experience and progresses to recognizing that mathematics can be used to describe the natural and designed world(s).

- Use counting and numbers to identify and describe patterns in the natural and designed world(s).
- Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs.
- Use quantitative data to compare two alternative solutions to a problem.

Constructing Explanations and Designing Solutions for Grades K-2

Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.
- Use tools and/or materials to design and/or build a device that solves a specific problem or solution to a specific problem.

Engaging in Argument From Evidence for Grades K-2

Engaging in argument from evidence in K-2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

- Identify arguments that are supported by evidence.
- Distinguish between explanations that account for all gathered evidence and those that do not.
- Analyze why some evidence is relevant to a scientific question and some is not.
- Distinguish between opinions and evidence in one's own explanations.
- Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell that main points of an argument.
- Construct an argument with evidence to support a claim.
- Make a claim about the effectiveness of an object, tools, or solution that is supported by relevant evidence.

Obtaining, Evaluating, and Communicating Information for Grades K-2

Obtaining, evaluating, and communicating information in grades K-2 builds on prior experiences and uses observations and texts to communicate new information.

- Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
- Describe how specific images (e.g. a diagram showing how a machine works) support a

scientific or engineering idea.

- Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim.
- Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.

Crosscutting Concepts and Connections to Engineering, Technology, and Applications of Science

Crosscutting Concepts for Grades K-2	
Patterns	<ul style="list-style-type: none"> • Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
Cause and Effect: Mechanism and Prediction	<ul style="list-style-type: none"> • Events have causes that generate observable patterns. • Simple tests can be designed to gather evidence to support or refute students ideas about causes.
Scale, Proportion, and Quantity	<ul style="list-style-type: none"> • Relative scales allow objects and events to be compared and described (e.g., bigger and smaller, hotter and colder, faster and slower). • Standard units are used to measure length.
Systems and System Models	<ul style="list-style-type: none"> • Objects and organisms can be described in terms of their parts. • Systems in the natural and designed world have parts that work together.
Energy and Matter: Flows, Cycles, and Conservation	<ul style="list-style-type: none"> • Objects may break into smaller pieces, be put together into larger pieces, or change shapes.
Structure and Function	<ul style="list-style-type: none"> • The shape and stability of structures of natural and designed objects are related to their function(s).
Stability and Change	<ul style="list-style-type: none"> • Some things may stay the same, while other things change. • Things may change slowly or rapidly.
Connections to Engineering, Technology, and Applications of Science for Grades K-2	
Interdependence of Science, Engineering, and Technology	<ul style="list-style-type: none"> • Science and engineering involve the use of tools to observe and measure things.
Influence of Science, Engineering, and Technology on Society and the Natural World	<ul style="list-style-type: none"> • Every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials. • Taking natural materials to make things impacts the environment.

Connections to the Nature of Science

Understandings Most Closely Associated with Practices for Grades K-2	
Scientific Investigations Use a Variety of Methods	<ul style="list-style-type: none"> • Science investigations begin with a question. • Science uses different ways to study the world.
Scientific Knowledge is Based on Empirical Evidence	<ul style="list-style-type: none"> • Scientists look for patterns and order when making observations about the world.
Scientific Knowledge is Open to Revision In Light of New Evidence	<ul style="list-style-type: none"> • Science knowledge can change when new information is found.
Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena	<ul style="list-style-type: none"> • Science uses drawings, sketches, and models as a way to communicate ideas. • Science searches for cause-and-effect relationships to explain natural events.
Understandings Most Closely Associated with Crosscutting Concepts for K-2	
Science Is a Way of Knowing	<ul style="list-style-type: none"> • Science knowledge helps us know about the world.
Scientific Knowledge Assumes an Order and Consistency in Natural Systems	<ul style="list-style-type: none"> • Science assumes natural events happen today as they happened in the past. • Many events are repeated.
Science Is a Human Endeavor	<ul style="list-style-type: none"> • People have practiced science for a long time. • Men and women of diverse backgrounds are scientists and engineers.
Science Addresses Questions About the Natural and Material World	<ul style="list-style-type: none"> • Scientists study the natural and material world.

Kindergarten Performance Expectations

The performance expectations in kindergarten help students formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?” Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Students who demonstrate understanding can:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas, and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

Weather and Climate

Students who demonstrate understanding can:

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the

weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]

[Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]

K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. [Clarification Statement: Emphasis is on local forms of severe weather.]

K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water]

[Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]

K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.]

[Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.]

[Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

1st Grade Performance Expectations

The performance expectations in first grade help students formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?” Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. The crosscutting concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Structure, Function, and Information Processing

Students who demonstrate understanding can:

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

[Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.]

[Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]

Space Systems: Patterns and Cycles

Students who demonstrate understanding can:

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]

[Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]

Waves: Light and Sound

Students who demonstrate understanding can:

1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]

1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.

[Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]

1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).]

[Assessment Boundary: Assessment does not include the speed of light.]

1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.]

[Assessment Boundary: Assessment does not include technological details for how communication devices work.]

2nd Grade Performance Expectations

The performance expectations in second grade help students formulate answers to questions such as: “How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?” Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students are also expected to compare the diversity of life in different habitats. An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials. Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concepts of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the second grade performance expectations, students are expected to demonstrate grade appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.]

[Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

Earth’s Systems: Processes that Shape the Earth

Students who demonstrate understanding can:

2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]

[Assessment Boundary: Assessment does not include quantitative measurements of timescales.]

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. [Clarification Statement: Examples of solutions could include different

designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]

2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Structure and Properties of Matter

Students who demonstrate understanding can:

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]

2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]

2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]

2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]

K-2 Engineering Design Performance Expectations

Students who demonstrate understanding can:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

3-5 Learning Progressions

Science & Engineering Practices

Asking Questions and Defining Problems for Grades 3-5

Asking Questions and defining problems in 3-5 builds on K-2 experiences and progresses to specifying qualitative relationships.

- Ask questions about what would happen if a variable is changed.
- Identify scientific (testable) and non-scientific (non-testable) questions.
- Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause-and-effect relationships.
- Use prior knowledge to describe problems that can be solved.
- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

Developing and Using Models for Grades 3-5

Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Identify limitations of models.
- Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.
- Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.
- Develop and/or use models to describe and/or predict phenomena.
- Develop a diagram or simple physical prototype to convey a proposed object, tools, or process.
- Use a model to test cause-and-effect relationships or interactions concerning the functioning of a natural or designed system.

Planning and Carrying Out Investigations for Grades 3-5

Planning and carrying out investigations to answer questions or test solutions to problems in 3-5 builds on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
- Evaluate appropriate methods and/or tools for collecting data.
- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
- Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.
- Make predictions about what would happen if a variable changes.

Analyzing and Interpreting Data for Grades 3-5

Analyzing data in 3-5 builds on K-2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in tables and/or various graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships.
- Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.
- Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.
- Analyze data to refine a problem statement or the design of a proposed object, tools, or process.
- Use data to evaluate and refine design solutions.

Using Mathematics and Computational Thinking for Grades 3-5

Mathematical and computational thinking in 3-5 builds on K-2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.

- Organize simple data sets to reveal patterns that suggest relationships.
- Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems.
- Create and/or use graphs and/or charts generated from simple algorithms to compare alternative solutions to an engineering problem.

Constructing Explanations and Designing Solutions for Grades 3-5

Constructing explanations and designing solutions in 3-5 builds on K-2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Construct an explanation of observed relationships (e.g., the distribution of plants in the backyard)
- Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.
- Identify the evidence that supports particular points in an explanation.
- Apply scientific ideas to solve design problems.
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

Engaging in Argument From Evidence for Grades 3-5

Engaging in argument from evidence in 3-5 builds on K-2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Compare and refine arguments based on an evaluation of the evidence presented.
- Distinguish among facts, reasoned judgement based on research findings, and speculation in an explanation.
- Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions.
- Use data to evaluate claims about cause and effect.

- Construct and/or support an argument with evidence, data, and/or a model.
- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.

Obtaining, Evaluating, and Communicating Information for Grades 3-5

Obtaining, evaluating, and communicating information in grades 3-5 builds on K-2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Read and comprehend grade-appropriate texts and/or use other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.
- Compare and/or combine across complex texts and/or other reliable media to support the engagement in other scientific and/or engineering practices.
- Combine information in written text with that contained in corresponding tables, diagrams, and/or charts to support the engagement in other scientific and/or engineering practices.
- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
- Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts.

Crosscutting Concepts and Connections to Engineering, Technology, and Applications of Science

Crosscutting Concepts for Grades 3-5

Patterns	<ul style="list-style-type: none"> • Patterns can be used as evidence to support an explanation. • Patterns of change can be used to make predictions. • Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena and designed products.
Cause and Effect: Mechanism and Prediction	<ul style="list-style-type: none"> • Cause-and-effect relationships are routinely identified, tested, and used to explain change. • Events that occur together with regularity might or might not be a cause-and-effect relationship.
Scale, Proportion, and Quantity	<ul style="list-style-type: none"> • Observable phenomena exist from very short to very long periods of time. • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.
Systems and System Models	<ul style="list-style-type: none"> • A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. • A system can be described in terms of its components and their interactions.
Energy and Matter: Flows, Cycles, and Conservation	<ul style="list-style-type: none"> • Energy can be transferred in various ways and between objects. • Matter is made of particles. • Matter flows and cycles can be tracked in terms of the weight of the substances before and after a process occurs. The total weight of the substances does not change. This is what is meant by

	conservation of matter. Matter is transported into, out of, and within systems.
Structure and Function	<ul style="list-style-type: none"> • Different materials have different structures, which can sometimes be observed. • Substructures have shapes and parts that serve functions.
Stability and Change	<ul style="list-style-type: none"> • Change is measured in terms of differences over time and may occur at different rates. • Some systems appear stable, but over long periods of time will eventually change.
Connections to Engineering, Technology, and Applications of Science for Grades 3-5	
Interdependence of Science, Engineering, and Technology	<ul style="list-style-type: none"> • Science and technology support each other. • Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies.
Influence of Science, Engineering, and Technology on Society and the Natural World	<ul style="list-style-type: none"> • People’s needs and wants change over time, as do their demands for new and improved technologies. • Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. • When new technologies become available, they can bring about change in the way people live and interact with one another.

Connections to the Nature of Science

Understandings Most Closely Associated with Practices for Grades 3-5	
Scientific Investigations Use a Variety of Methods	<ul style="list-style-type: none"> • Science methods are determined by questions. • Science investigations use a variety of methods, tools, and techniques.
Scientific Knowledge is Based on Empirical Evidence	<ul style="list-style-type: none"> • Science findings are based on recognizing patterns. • Science uses tools and technologies to make accurate measurements and observations.
Scientific Knowledge is Open to Revision In Light of New Evidence	<ul style="list-style-type: none"> • Science explanations can change based on new evidence.
Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena	<ul style="list-style-type: none"> • Science theories are based on a body of evidence and many tests. • Science explanations describe the mechanisms for natural events.
Understandings Most Closely Associated with Crosscutting Concepts for 3-5	
Science Is a Way of Knowing	<ul style="list-style-type: none"> • Science is both a body of knowledge and processes that add new knowledge.

	<ul style="list-style-type: none"> • Science is a way of knowing that is used by many people.
Scientific Knowledge Assumes an Order and Consistency in Natural Systems	<ul style="list-style-type: none"> • Science assumes consistent patterns in natural systems. • Basic laws of nature are the same everywhere in the universe.
Science Is a Human Endeavor	<ul style="list-style-type: none"> • Men and women from all cultures and backgrounds choose careers as scientists and engineers. • Most scientists and engineers work in teams. • Science affects everyday life. • Creativity and imagination are important to science.
Science Addresses Questions About the Natural and Material World	<ul style="list-style-type: none"> • Science findings are limited to questions that can be answered with empirical evidence.

3rd Grade Performance Expectations

The performance expectations in third grade help students formulate answers to questions such as: “What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?”. Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. Students are expected to develop an understanding of the similarities and differences of organisms’ life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the third grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.]

[Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.]

[Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.]

Inheritance and Variation of Traits: Life Cycles and Traits

Students who demonstrate understanding can:

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.]

[Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

[Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.]

[Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]

Weather and Climate

Students who demonstrate understanding can:

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.]

[Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. [Clarification Statement: Examples of design solutions to weather related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]

Forces and Interactions

Students who demonstrate understanding can:

3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.]

[Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.]

[Assessment Boundary: Assessment does not include technical terms such as period and frequency.]

3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.]

[Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]

3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets. [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]

4th Grade Performance Expectations

The performance expectations in fourth grade help students formulate answers to questions such as: “What are waves and what are some things they can do? How can water, ice, wind and vegetation change the land? What patterns of Earth’s features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem?” Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth’s features, students analyze and interpret data from maps. Fourth graders are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye. Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another. The crosscutting concepts of patterns; cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the fourth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Structure, Function, and Information Processing

Students who demonstrate understanding can:

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.]

[Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.]

[Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]

Earth's Systems: Processes that Shape the Earth

Students who demonstrate understanding can:

4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with shell fossils above rock layers with plant fossils and no shells, indicating a change from water to land over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.]

[Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.]

[Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

[Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]

4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.]

[Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]

Energy

Students who demonstrate understanding can:

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.]

[Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.]

[Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]

Waves: Waves and Information

Students who demonstrate understanding can:

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.]

[Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.]

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

[Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]

5th Grade Performance Expectations

The performance expectations in fifth grade help students formulate answers to questions such as: “When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?” Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals’ food was once energy from the sun. Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models are called out as organizing concepts for these disciplinary core ideas. In the fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the core ideas.

Matter and Energy in Organisms and Ecosystems

Students who demonstrate understanding can:

5-PS3-1. Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.]

[Assessment Boundary: Assessment does not include molecular explanations.]

Earth's Systems

Students who demonstrate understanding can:

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.]

[Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]

5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Space Systems: Stars and the Solar System

Students who demonstrate understanding can:

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.]

[Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]

5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

[Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.]

[Assessment Boundary: Assessment does not include causes of seasons.]

Structure and Properties of Matter

Students who demonstrate understanding can:

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

[Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

[Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that forms new substances.]

[Assessment Boundary: Assessment does not include distinguishing mass and weight.]

5-PS1-3. Make observations and measurements to identify materials based on their properties.

[Clarification Statement: Examples of materials to be identified could include baking soda and

other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.]

[Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

3-5 Engineering Design Performance Expectations

Students who demonstrate understanding can:

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Middle School (6-8) Learning Progressions

Science & Engineering Practices

Asking Questions and Defining Problems for Grades 6-8

Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables and models.

- Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.
- Ask questions to identify and/or clarify evidence and/or the premise(s) of an argument.
- Ask questions to determine relationships between independent and dependent variables and relationships in models.
- Ask questions to clarify and/or refine a model, an explanation, or an engineering path.
- Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
- Define a design problem that can be solved through the development of an object, tool, process, or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.

Developing and Using Models for Grades 6-8

Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Evaluate limitations of a model for a proposed object or tool.
- Develop or modify a model - based on evidence – to match what happens if a variable or component of a system is changed.
- Use and/or develop a model of simple systems with uncertain and less predictable factors.
- Develop and/or revise a model to show the relationship among variables, including those that are not observable but predict observable phenomena.
- Develop and/or use a model to predict and/or describe phenomena.
- Develop a model to describe unobservable mechanisms.
- Develop and/or use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales.

Planning and Carrying Out Investigations for Grades 6-8

Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.

- Plan an investigation individually and collaboratively, and in the design identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
- Evaluate the accuracy of various methods for collecting data.
- Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.
- Collect data to produce data to serve as the basis for evidence to answer scientific questions

or test design solutions under a range of conditions.

- Collect data about the performance of a proposed object, tool, process, or system under a range of conditions.

Analyzing and Interpreting Data for Grades 6-8

Analyzing data in 6-8 builds on K-5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
- Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
- Distinguish between causal and correlational relationships in data.
- Analyze and interpret data to provide evidence for phenomena.
- Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible.
- Consider limitation of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
- Analyze and interpret data to determine similarities and differences in findings.
- Analyze data to define an optimal operational range for a proposed object, tool, process, or system that best meets criteria for success.

Using Mathematics and Computational Thinking for Grades 6-8

Mathematical and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.

- Decide when to use qualitative vs. quantitative data.
- Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends.
- Create algorithms (a series of ordered steps) to solve a problem.
- Use mathematical representations to describe and/or support scientific conclusions and design solutions.
- Apply mathematical concepts and/or processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems.
- Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.

Constructing Explanations and Designing Solutions for Grades 6-8

Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and design solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena.
- Construct an explanation using models or representations.
- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the student's own experiments) 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 construct, revise, and/or use an explanation for real-world phenomena, examples, or events.
- Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.
- Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
- Optimize performance of a design by prioritizing criteria, making trade-offs, testing, revising, and retesting.

Engaging in Argument From Evidence for Grades 6-8

Engaging in argument from evidence in 6-8 builds on K-5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

- Compare and critique two arguments on the same topic and analyze whether they emphasize similar or different evidence and/or interpretations of facts.
- Construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
- Respectfully provide and receive critiques about one’s explanations, procedures, questions, and models by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
- Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system, based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.
- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

Obtaining, Evaluating, and Communicating Information for Grades 6-8

Obtaining, evaluating, and communicating information in grades 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.

- Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural world and designed world(s).
- Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings.
- Gather, read, and synthesize information from multiple sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
- Evaluate data, hypothesis, and/or conclusions in scientific and technical texts in light of competing information or accounts.
- Communicate scientific and/or technical information (e.g., about a proposed object, tools, process, system) in writing and/or through oral presentations.

Crosscutting Concepts and Connections to Engineering, Technology, and Applications of Science

Crosscutting Concepts for Grades 6-8	
Patterns	<ul style="list-style-type: none"> • Macroscopic patterns are related to the nature or microscopic and atomic-level structure. • Patterns in rates of change and other numerical relationships can provide information about natural and human-designed systems. • Patterns can be used to identify cause-and-effect relationships. • Graphs, charts, and images can be used to identify patterns and data.
Cause and Effect: Mechanism and Prediction	<ul style="list-style-type: none"> • Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. • Cause-and-effect relationships may be used to predict phenomena in natural or designed systems. • Phenomena may have more than one cause, and some cause-and-effect relationships in systems can only be described using probability.
Scale, Proportion, and Quantity	<ul style="list-style-type: none"> • Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. • The observed function of natural and designed systems may change with scale. • Proportional relationships (e.g., speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. • Scientific relationships can be represented through the use of algebraic expressions and equations. • Phenomena that can be observed at one scale may not be observable at another scale.
Systems and System Models	<ul style="list-style-type: none"> • Systems may interact with other systems; they may have subsystems and be a part of larger complex systems. • Models can be used to represent systems and their interactions-such as inputs, processes, and outputs-and energy, matter, and information flows within systems. • Models are limited in that they only represent certain aspects of the system under study.
Energy and Matter: Flows, Cycles, and Conservation	<ul style="list-style-type: none"> • Energy may take different forms (e.g., energy in fields, thermal energy, energy of motion). • Matter is conserved because atoms are conserved in physical and chemical processes. • Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. • The transfer of energy can be tracked as energy flows through a designed or natural system.
Structure and	<ul style="list-style-type: none"> • Complex and microscopic structures and systems can be visualized,

Function	<p>modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they function.</p> <ul style="list-style-type: none"> Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
Stability and Change	<ul style="list-style-type: none"> Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale. Small changes in one part of a system might cause large changes in another part. Stability might be disturbed either by sudden events or gradual changes that accumulate over time. Systems in dynamic equilibrium are stable due to a balance of feedback mechanisms.
Connections to Engineering, Technology, and Applications of Science for Grades 6-8	
Interdependence of Science, Engineering, and Technology	<ul style="list-style-type: none"> Science and technology drive each other forward. Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.
Influence of Science, Engineering, and Technology on Society and the Natural World	<ul style="list-style-type: none"> All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment. The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Technology use varies over time and from region to region.

Connections to the Nature of Science

Understandings Most Closely Associated with Practices for Grades 6-8	
Scientific Investigations Use a Variety of Methods	<ul style="list-style-type: none"> Science investigations are guided by a set of values to ensure accuracy of measurements, observations, and objectivity of findings. Science investigations use a variety of methods and tools to make measurements and observations. Science depends on evaluating proposed explanations. Scientific values function as criteria in distinguishing between science and non-science.
Scientific Knowledge is Based on Empirical Evidence	<ul style="list-style-type: none"> Science knowledge is based upon logical conceptual connections between evidence and explanations. Science disciplines share common rules of obtaining and evaluating empirical evidence.
Scientific Knowledge is Open to Revision In Light of New Evidence	<ul style="list-style-type: none"> Science explanations are subject to revision and improvement in light of new evidence. The certainty and durability of science findings vary. Science findings are frequently revised and/or reinterpreted based on new evidence.
Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena	<ul style="list-style-type: none"> Theories are explanations for observable phenomena. Science theories are based on a body of evidence developed over time. Laws are regularities or mathematical descriptions of natural phenomena. A hypothesis is used by scientists as an idea that may contribute important new knowledge for the evaluation of a scientific theory. The term “theory” as used in science is very different from the common use outside of science.
Understandings Most Closely Associated with Crosscutting Concepts for 6-8	
Science Is a Way of Knowing	<ul style="list-style-type: none"> Science is both a body of knowledge and processes and practices used to add to that body of knowledge. Science knowledge is cumulative and many people, from many generations and nations, have contributed to science knowledge. Science is a way of knowing that is used by many people, not just scientists.
Scientific Knowledge Assumes an Order and Consistency in Natural Systems	<ul style="list-style-type: none"> Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. Science carefully considers and evaluates anomalies in data and evidence.
Science Is a Human Endeavor	<ul style="list-style-type: none"> Men and women from different social, cultural, and ethnic backgrounds work as scientists and engineers.

	<ul style="list-style-type: none"> • Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic imagination, and creativity. • Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. • Advances in technology influence the progress of science, and science has influenced advances in technology.
<p>Science Addresses Questions About the Natural and Material World</p>	<ul style="list-style-type: none"> • Scientific knowledge is constrained by human capacity, technology, and materials. • Science limits its explanations to systems that lend themselves to observation and empirical evidence. • Science knowledge can describe consequences of actions but is not responsible for society's decisions.

Middle School Performance Expectations

Middle School Physical Science

Students in middle school continue to develop understanding of four core ideas in the physical sciences. The middle school performance expectations in the Physical Sciences build on the K – 5 ideas and capabilities to allow learners to explain phenomena central to the physical sciences but also to the life sciences and earth and space science. The performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. In the physical sciences, performance expectations at the middle school level focus on students developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation.

The performance expectations in the topic **Structure and Properties of Matter** help students to formulate an answer to the questions: “How can particles combine to produce a substance with different properties? How does thermal energy affect particles?” by building understanding of what occurs at the atomic and molecular scale. By the end of middle school, students will be able to apply understanding that pure substances have characteristic properties and are made from a single type of atom or molecule. They will be able to provide molecular level accounts to explain states of matters and changes between states. The crosscutting concepts of cause and effect; scale, proportion and quantity; structure and function; interdependence of science, engineering, and technology; and influence of science, engineering and technology on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In these performance expectations, students are expected to demonstrate proficiency in developing and using models, and obtaining, evaluating, and communicating information. Students use these scientific and engineering practices to demonstrate understanding of the core ideas.

The performance expectations in the topic **Chemical Reactions** help students to formulate an answer to the questions: “What happens when new materials are formed? What stays the same and what changes?” by building understanding of what occurs at the atomic and molecular scale during chemical reactions. By the end of middle school, students will be able to provide molecular level accounts to explain that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions. Students are also able to apply an understanding of the design and the process of optimization in engineering to chemical reaction systems. The crosscutting concepts of patterns and energy and matter are called out as organizing concepts for these disciplinary core ideas. In these performance expectations, students are expected to demonstrate proficiency in developing and using models, analyzing and interpreting data, and designing solutions. Students use these scientific and engineering practices to demonstrate understanding of the core ideas.

The performance expectations in the topic **Forces and Interactions** focus on helping students understand ideas related to why some objects will keep moving, why objects fall to the ground and why some materials are attracted to each other while others are not. Students answer the question, “How can one describe physical interactions between objects and within systems of

objects?” By the end of middle school, students will be able to apply Newton’s Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while other repel. In particular, students will develop understanding that gravitational interactions are always attractive but that electrical and magnetic forces can be both attractive and negative. Students also develop ideas that objects can exert forces on each other even though the objects are not in contact, through fields. Students are also able to apply an engineering practice and concept to solve a problem caused when objects collide. The crosscutting concepts of cause and effect; system and system models; stability and change; and the influence of science, engineering, and technology on society and the natural world serve as organizing concepts for these disciplinary core ideas. In these performance expectations, students are expected to demonstrate proficiency in asking questions, planning and carrying out investigations, and designing solutions, and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in the topic **Energy** help students formulate an answer to the question, “How can energy be transferred from one object or system to another?” Students develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and that the total change of energy in any system is always equal to the total energy transferred into or out of the system. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions in a field. Students will also come to know the difference between energy and temperature, and begin to develop an understanding of the relationship between force and energy. Students are also able to apply an understanding of design to the process of energy transfer. The crosscutting concepts of scale, proportion, and quantity; systems and system models; and energy are called out as organizing concepts for these disciplinary core ideas. These performance expectations expect students to demonstrate proficiency in developing and using models, planning investigations, analyzing and interpreting data, and designing solutions, and engaging in argument from evidence.

The performance expectations in the topic **Waves and Electromagnetic Radiation** help students formulate an answer to the question, “What are the characteristic properties of waves and how can they be used?” Students are able to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information. The crosscutting concepts of patterns and structure and function are used as organizing concepts for these ideas. These performance expectations focus on students demonstrating proficiency in developing and using models, using mathematical thinking, and obtaining, evaluating and communicating information; and to use these practices to demonstrate understanding of the core ideas.

Middle School Life Sciences

Students in middle school develop understanding of key concepts to help them make sense of the life sciences. These ideas build upon students’ science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with physical and earth sciences. There are five life science topics in middle school: 1) Structure, Function, and Information Processing, 2) Growth, Development,

and Reproduction of Organisms, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Adaptations. The performance expectations in middle school blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. While the performance expectations in middle school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many science and engineering practices integrated in the performance expectations.

The Performance Expectations in **Structure, Function, and Information Processing** help students formulate an answer to the question, “How do the structures of organisms contribute to life’s functions?” Middle school students can plan and carry out investigations to develop evidence that living organisms are made of cells and to determine the relationship of organisms to the environment. Students can use understanding of cell theory to develop physical and conceptual models of cells. They can construct explanations for the interactions of systems in cells and organisms and how organisms gather and use information from the environment. By the end of their studies, students understand that all organisms are made of cells, that special structures are responsible for particular functions in organisms, and that for many organisms the body is a system of multiple interacting subsystems that form a hierarchy from cells to the body. Crosscutting concepts of cause and effect, structure and function, and matter and energy are called out as organizing concepts for these core ideas.

The Performance Expectations in **Growth, Development, and Reproduction of Organisms** help students formulate an answer to the question, “How do organisms grow, develop, and reproduce?” Students understand how the environment and genetic factors determine the growth of an individual organism. They also demonstrate understanding of the genetic implications for sexual and asexual reproduction. Students can develop evidence to support their understanding of the structures and behaviors that increase the likelihood of successful reproduction by organisms. They have a beginning understanding of the ways humans can select for specific traits, the role of technology, genetic modification, and the nature of ethical responsibilities related to selective breeding. At the end of middle school, students can explain how selected structures, functions, and behaviors of organisms change in predictable ways as they progress from birth to old age. Students can use the practices of analyzing and interpreting data, using models, conducting investigations and communicating information. Crosscutting concepts of structure and function, change and stability, and matter and energy flow in organisms’ support understanding across this topic.

The Performance Expectations in **Matter and Energy in Organisms and Ecosystems** help students formulate answers to the questions: “How do organisms obtain and use matter and energy? How do matter and energy move through an ecosystem?” Middle school students can use conceptual and physical models to explain the transfer of energy and cycling of matter as they construct explanations for the role of photosynthesis in cycling matter in ecosystems. They can construct explanations for the cycling of matter in organisms and the interactions of organisms to obtain the matter and energy from the ecosystem to survive and grow. Students have a grade-appropriate understanding and use of the practices of investigations, constructing arguments based on evidence, and oral and written communication. They understand that sustaining life requires substantial energy and matter inputs and the structure and functions of organisms contribute to the capture, transformation, transport, release, and elimination of matter and energy. Adding to these crosscutting concepts is a deeper understanding of systems and system models that ties the performances expectations in this topic together.

The Performance Expectations in **Interdependent Relationships in Ecosystems** help students formulate an answer to the question, “How do organisms interact with other organisms in the physical environment to obtain matter and energy? To answer the question, middle school students construct explanations for the interactions in ecosystems and the scientific, economic, political, and social justifications used in making decisions about maintaining biodiversity in ecosystems. Students can use models, construct evidence-based explanations, and use argumentation from evidence. Students understand that organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with nonliving factors. They also understand the limits of resources influence the growth of organisms and populations, which may result in competition for those limited resources. Crosscutting concepts of matter and energy, systems and system models, and cause and effect are used by students to support understanding the phenomena they study.

The Performance Expectations in **Natural Selection and Adaptations** help students formulate answers to the questions: “How does genetic variation among organisms in a species affect survival and reproduction? How does the environment influence genetic traits in populations over multiple generations?” Middle school students can analyze data from the fossil record to describe evidence of the history of life on Earth and can construct explanations for similarities in organisms. They have a beginning understanding of the role of variation in natural selection and how this leads to speciation. They have a grade-appropriate understanding and use of the practices of analyzing graphical displays; using mathematical models; and gathering, reading, and communicating information. The crosscutting concept of cause and effect is central to this topic.

Middle School Earth and Space Sciences

Students in middle school develop understanding of a wide range of topics in Earth and space science (ESS) that build upon science concepts from elementary school through more advanced content, practice, and crosscutting themes. There are six ESS standard topics in middle school: Space Systems, History of Earth, Earth’s Interior Systems, Earth’s Surface Systems, Weather and Climate, and Human Impacts. The content of the performance expectations are based on current community-based geoscience literacy efforts such as the Earth Science Literacy Principles (Wysession et al., 2012), and is presented with a greater emphasis on an Earth Systems Science approach. The performance expectations strongly reflect the many societally relevant aspects of ESS (resources, hazards, environmental impacts) as well as related connections to engineering and technology.

Space Systems: Middle school students can examine the Earth’s place in relation to the solar system, Milky Way galaxy, and universe. There is a strong emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. There is also a strong connection to engineering through the instruments and technologies that have allowed us to explore the objects in our solar system and obtain the data that support the theories that explain the formation and evolution of the universe.

History of Earth: Students can examine geoscience data in order to understand the processes and events in Earth’s history. Important concepts in this topic are “Scale, Proportion, and Quantity” and “Stability and Change,” in relation to the different ways

geologic processes operate over the long expanse of geologic time. An important aspect of the history of Earth is that geologic events and conditions have affected the evolution of life, but different life forms have also played important roles in altering Earth's systems.

Earth's Systems: Students understand how Earth's geosystems operate by modeling the flow of energy and cycling of matter within and among different systems. Students can investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data. Of special importance in both topics are the ways that geoscience processes provide resources needed by society but also cause natural hazards that present risks to society; both involve technological challenges, for the identification and development of resources and for the mitigation of hazards.

Weather and Climate: Students can analyze data, including maps, and construct and use models to develop understanding of the factors that control weather and climate. A systems approach is also important here, examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere.

Human Impacts: Students understand the ways that human activities impact Earth's other systems. Students can use many different practices to understand the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development.

Structure and Properties of Matter

Students who demonstrate understanding can:

MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures or computer representations showing different molecules with different types of atoms.]

[Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]

MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.]

[Assessment Boundary: Assessment is limited to qualitative information.]

MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]

Chemical Reactions

Students who demonstrate understanding can:

MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with HCl.]

[Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]

MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter, and on physical models or drawings, including digital forms, that represent atoms.]

[Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]

MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.]

[Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]

Forces and Interactions

Students who demonstrate understanding can:

MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.]

[Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]

MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.]

[Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame, and to change in one variable at a time. Assessment does not include the use of trigonometry.]

MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

[Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.]

[Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.]

MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

[Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.]

[Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.]

MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.]

Energy

Students who demonstrate understanding can:

MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a whiffle ball versus a tennis ball.]

MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.]

[Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]

MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.]

[Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.]

[Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

MS-PS3-5. Construct, use, and present arguments to support the claim that when the motion energy of an object changes, energy is transferred to or from the object. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other

representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]

Waves and Electromagnetic Radiation

Students who demonstrate understanding can:

MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.]

[Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]

MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in Wi-Fi devices, and conversion of stored binary patterns to make sound or text on a computer screen.]

[Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]

Structure, Function, and Information Processing

Students who demonstrate understanding can:

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.]

MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.]

[Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]

MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.]

[Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory,

muscular, and nervous systems.]

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]

Matter and Energy in Organisms and Ecosystems

Students who demonstrate understanding can:

MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.]

[Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]

MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.]

[Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.]

[Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]

Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]

MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. [Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]

Growth, Development, and Reproduction of Organisms

Students who demonstrate understanding can:

MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an

explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. [Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]

MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]

MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.]

[Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.]

MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]

MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.]

Natural Selection and Adaptations

Students who demonstrate understanding can:

MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]

MS-LS4-2. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.]

[Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.]

MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations]

MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. [Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.]

[Assessment Boundary: Assessment does not include Hardy Weinberg calculations.]

Space Systems

Students who demonstrate understanding can:

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]

MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

[Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as their school or state).]

[Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]

MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system. [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.]

[Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.]

History of Earth

Students who demonstrate understanding can:

MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize history (when using evolutionary model and/or Biblical model) . [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history.

Examples of Earth's major events could range from being very recent (such as the last Ice Age or

the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.]

[Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.]

MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]

MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).]

[Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]

Earth's Systems

Students who demonstrate understanding can:

MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.]

[Assessment Boundary: Assessment does not include the identification and naming of minerals.]

MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.]

[Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]

MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]

Weather and Climate

Students who demonstrate understanding can:

MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).]

[Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]

MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

[Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.]

[Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.]

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]

Human Impacts

Students who demonstrate understanding can:

MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of

human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]

MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

[Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]

6-8 Engineering Design Performance Expectations

Students who demonstrate understanding can:

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision 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.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3. Analyze data from tests 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.

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Science Curriculum Framework (Continued)

(Grades K – 4)

Students know and understand how God, through science, affects their everyday lives, and how a person can be a believer in Jesus and a scientist at the same time.

*** As students in grades K-4 extend their knowledge, they will**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
6.1 Articulate how a person can be a believer in Jesus and a scientist at the same time				
<i>(not studied in Kind.)</i>	<i>(not studied in first grade)</i>	<ul style="list-style-type: none"> - Describe how science is an important tool that helps us to better understand God's creation - Understand that many of today's scientists are believers in Jesus and that science and Jesus do not have to conflict. 	<ul style="list-style-type: none"> - Explain how scientists use their research to explain and better understand the world around us. - Understand that a person can believe the biblical account of the Earth's creation and still be a scientist 	<ul style="list-style-type: none"> - Describe how science is an important tool that helps us to better understand God's creation - Understand that many of today's scientists are believers in Jesus and that science and Jesus do not have to conflict.
6.2 Develop an awareness of how God, through science, affects their everyday life				
<i>(not studied in Kind.)</i>	<i>(not studied in first grade)</i>	<ul style="list-style-type: none"> - Understand that this is God's creation that we are living in, and how he is part of everything in it - Understand that God is the creator of all things, and that we 	<ul style="list-style-type: none"> - Understand that we are part of God's creation and that he created the world around us to explore. 	<ul style="list-style-type: none"> - Understand that this is God's creation that we are living in, and how he is part of everything in it - Understand that God is the creator of all things, and that we use science to help us better understand

		use science to help us better understand His creation		His creation
6.3 Develop an awareness of the differing views of creation (biblical/evolution)				
<i>(not studied in Kind.)</i>	<i>(not studied in first grade)</i>	<ul style="list-style-type: none"> - Discuss the basic differences between the biblical account of creation and the theory of evolution - Understand that there is scientific evidence that supports the biblical account of creation 	<ul style="list-style-type: none"> - Discuss the differences between creation and evolution. - Learn different theories of creation and understand why we believe the biblical explanation of creation. - Interpret scientific evidence that supports the biblical account 	<ul style="list-style-type: none"> - Discuss that Evolution has never been observed And the arguments for evolution are outdated and often illogical - Understand that life is so complex that chance processes, even with billions of years, cannot explain it origin. - Discuss Genesis and the Seven days of creation. The universe, the solar system, the earth, and life were recently created. - Understand through the book of Genesis that the Earth has experienced a worldwide flood. - Understand that many of the earth's previously unexplained features can be explained by a cataclysmic flood. - Discuss that the seemingly impossible events of a worldwide flood are really quite plausible, if examined closely

Science Curriculum Framework (Continued)

(Grades 5 – 8)

Students know and understand how God, through science, affects their everyday lives, and how a person can be a believer in Jesus and a scientist at the same time.

*** As students in grades 5-8 extend their knowledge, they will**

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<i>6.1 Articulate how a person can be a believer in Jesus and a scientist at the same time</i>			
<ul style="list-style-type: none"> - Understand that the word of God does not conflict science but supports it - Recognize that there are theories of how the world evolved and they are just theories not facts - Understand the importance of listening to other people's views about how the world came to be and that this leads to discussion and open relationship to witness to our faith - Christians are scientists and scientists can be Christian 	<ul style="list-style-type: none"> - Describe how science is an important tool that helps us to better understand God's creation - Understand that many of today's scientists are believers in Jesus and that science and Jesus do not have to conflict. 	<ul style="list-style-type: none"> - Describe how science is an important tool that helps us to better understand God's creation - Understand that many of today's scientists are believers in Jesus and that science and Jesus do not have to conflict. 	<ul style="list-style-type: none"> - Describe how science is an important tool that helps us to better understand God's creation - Understand that many of today's scientists are believers in Jesus and that science and Jesus do not have to conflict.
<i>6.2 Develop an awareness of how God, through science, affects their everyday life</i>			
<ul style="list-style-type: none"> - God creates and continues to recreate life on earth - Recognize God as almighty and amazing in the power of the creation 	<ul style="list-style-type: none"> - Understand that this is God's creation that we are living in, and how he is part of everything in it - Understand that God is the creator of all things, and that we 	<ul style="list-style-type: none"> - Understand that this is God's creation that we are living in, and how he is part of everything in it - Understand that God is the creator of all things, and that we 	<ul style="list-style-type: none"> - Understand that this is God's creation that we are living in, and how he is part of everything in it - Understand that God is the creator of all things, and that we

<ul style="list-style-type: none"> - Praise God for His creativity in color, strength, ability, agility and many other characteristics of living and nonliving things in the universe 	<ul style="list-style-type: none"> use science to help us better understand His creation 	<ul style="list-style-type: none"> use science to help us better understand His creation 	<ul style="list-style-type: none"> use science to help us better understand His creation
6.3 Develop an awareness of the differing views of creation (biblical/evolution)			
<ul style="list-style-type: none"> - Know the account of creation - Know theories such as the big bang and evolution - Observe video and written text on differing views - Dialogue about differing views and how Christian's can best testify to God the creator and sustainer of life 	<ul style="list-style-type: none"> - Discuss the basic differences between the biblical account of creation and the theory of evolution - Understand that there is scientific evidence that supports the biblical account of creation 	<ul style="list-style-type: none"> - Discuss the basic differences between the biblical account of creation and the theory of evolution - Understand that there is scientific evidence that supports the biblical account of creation 	<ul style="list-style-type: none"> - Discuss the basic differences between the biblical account of creation and the theory of evolution - Understand that there is scientific evidence that supports the biblical account of creation