

# New York State P-12 Science Learning Standards

## MS. 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 could include physical, graphical, or conceptual models.]

**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 could include physical models (such as a model of the solar system scaled using various measures or computer visualizations of elliptical orbits) or conceptual models (such as mathematical proportions relative to the size of familiar objects such as students' 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 could include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data could 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.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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.</p> <ul style="list-style-type: none"> <li>Develop and use a model to describe phenomena. (MS-ESS1-1), (MS-ESS1-2)</li> </ul> <p><b>Analyzing and Interpreting Data</b> 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.</p> <ul style="list-style-type: none"> <li>Analyze and interpret data to determine similarities and differences in findings. (MS-ESS1-3)</li> </ul>	<p><b>ESS1.A: The Universe and Its Stars</b></p> <ul style="list-style-type: none"> <li>Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (MS-ESS1-1)</li> <li>Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (MS-ESS1-2)</li> </ul> <p><b>ESS1.B: Earth and the Solar System</b></p> <ul style="list-style-type: none"> <li>(NYSED) The solar system consists of the Sun and a collection of objects, including planets, their moons, comets, and asteroids that are held in orbit around the Sun by its gravitational pull on them. (MS-ESS1-2), (MS-ESS1-3)</li> <li>This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (MS-ESS1-1)</li> <li>The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (MS-ESS1-2)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns can be used to identify cause and effect relationships. (MS-ESS1-1)</li> </ul> <p><b>Scale, Proportion, and Quantity</b></p> <ul style="list-style-type: none"> <li>Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-ESS1-3)</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>Models can be used to represent systems and their interactions. (MS-ESS1-2)</li> </ul> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>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. (MS-ESS1-3)</li> </ul> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-ESS1-1), (MS-ESS1-2)</li> </ul>

*Connections to other DCIs in this grade-band:* **MS.PS2.A** (MS-ESS1-1), (MS-ESS1-2); **MS.PS2.B** (MS-ESS1-1), (MS-ESS1-2); **MS.ESS2.A** (MS-ESS1-3)

*Articulation of DCIs across grade-bands:* **3.PS2.A** (MS-ESS1-1), (MS-ESS1-2); **5.PS2.B** (MS-ESS1-1), (MS-ESS1-2); **5.ESS1.A** (MS-ESS1-2); **5.ESS1.B** (MS-ESS1-1), (MS-ESS1-2), (MS-ESS1-3); **HS.PS2.A** (MS-ESS1-1), (MS-ESS1-2); **HS.PS2.B** (MS-ESS1-1), (MS-ESS1-2); **HS.ESS1.A** (MS-ESS1-2); **HS.ESS1.B** (MS-ESS1-1), (MS-ESS1-2), (MS-ESS1-3); **HS.ESS2.A** (MS-ESS1-3)

*New York State Next Generation Learning Standards:*

*ELA/Literacy –*

- 6-8.RST.1** Cite specific textual evidence to support analysis of science and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. (MS-ESS1-3)
- 6-8.RST.7** Identify and match scientific or technical information present as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS1-3)
- 8.SL.5** Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. (MS-ESS1-1), (MS-ESS1-2)

*Mathematics –*

- MP.2** Reason abstractly and quantitatively. (MS-ESS1-3)
- MP.4** Model with mathematics. (MS-ESS1-1), (MS-ESS1-2)
- NY-6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-ESS1-1), (MS-ESS1-2), (MS-ESS1-3)
- NY-7.RP.2** Recognize and represent proportional relationships between quantities. (MS-ESS1-1), (MS-ESS1-2), (MS-ESS1-3)
- NY-6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS1-2)
- NY-7.EE.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS1-2)

\*Connection boxes updated as of September 2018\*Connection boxes updated as of September 2018

# New York State P-12 Science Learning Standards

## MS. 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 Earth's 4.6-billion-year-old history.** [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 or evidence could include very recent events or evidence (such as the last Ice Age or the earliest fossils of *Homo sapiens*) to very old events or evidence (such as the formation of Earth or the earliest evidence of life). Examples of evidence could 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, radiometric dating using half-lives, and defining index fossils.]
- MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal and spatial scales.** [Clarification Statement: Emphasis is on how processes change Earth's surface at temporal 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 could 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 could 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.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting
<p><b>Analyzing and Interpreting Data</b> Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> <li>Analyze and interpret data to provide evidence for phenomena. (MS-ESS2-3)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> <li>Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' 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. (MS-ESS1-4),(MS-ESS2-2)</li> </ul> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p><b>Scientific Knowledge is Open to Revision in Light of New Evidence</b></p> <ul style="list-style-type: none"> <li>Science findings are frequently revised and/or reinterpreted based on new evidence. (MS-ESS2-3)</li> </ul>	<p><b>ESS1.C: The History of Planet Earth</b></p> <ul style="list-style-type: none"> <li>The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (MS-ESS1-4)</li> <li>Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (HS.ESS1.C GBE) (secondary to MS-ESS2-3)</li> </ul> <p><b>ESS2.A: Earth's Materials and Systems</b></p> <ul style="list-style-type: none"> <li>The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (MS-ESS2-2)</li> </ul> <p><b>ESS2.B: Plate Tectonics and Large-Scale System Interactions</b></p> <ul style="list-style-type: none"> <li>Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (MS-ESS2-3)</li> </ul> <p><b>ESS2.C: The Roles of Water in Earth's Surface Processes</b></p> <ul style="list-style-type: none"> <li>Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (MS-ESS2-2)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in rates of change and other numerical relationships can provide information about natural systems. (MS-ESS2-3)</li> </ul> <p><b>Scale Proportion and Quantity</b></p> <ul style="list-style-type: none"> <li>Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-ESS1-4),(MS-ESS2-2)</li> </ul>
<p><i>Connections to other DCIs in this grade-band:</i> <b>MS.PS1.B</b> (MS-ESS2-2); <b>MS.LS2.B</b> (MS-ESS2-2); <b>MS.LS4.A</b> (MS-ESS1-4),(MS-ESS2-3); <b>MS.LS4.C</b> (MS-ESS1-4)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> <b>3.LS4.A</b> (MS-ESS1-4),(MS-ESS2-3); <b>3.LS4.C</b> (MS-ESS1-4); <b>3.ESS3.B</b> (MS-ESS2-3); <b>4.ESS1.C</b> (MS-ESS1-4),(MS-ESS2-2),(MS-ESS2-3); <b>4.ESS2.A</b> (MS-ESS2-2); <b>4.ESS2.B</b> (MS-ESS2-3); <b>4.ESS2.E</b> (MS-ESS2-2); <b>4.ESS3.B</b> (MS-ESS2-3); <b>5.ESS2.A</b> (MS-ESS2-2); <b>HS.PS1.C</b> (MS-ESS1-4); <b>HS.PS3.D</b> (MS-ESS2-2); <b>HS.LS2.B</b> (MS-ESS2-2); <b>HS.LS4.A</b> (MS-ESS1-4),(MS-ESS2-3); <b>HS.LS4.C</b> (MS-ESS1-4),(MS-ESS2-3); <b>HS.ESS1.C</b> (MS-ESS1-4),(MS-ESS2-2),(MS-ESS2-3); <b>HS.ESS2.A</b> (MS-ESS1-4),(MS-ESS2-2),(MS-ESS2-3); <b>HS.ESS2.B</b> (MS-ESS2-2),(MS-ESS2-3); <b>HS.ESS2.C</b> (MS-ESS2-2); <b>HS.ESS2.D</b> (MS-ESS2-2); <b>HS.ESS2.E</b> (MS-ESS2-2); <b>HS.ESS3.D</b> (MS-ESS2-2)</p>		
<p><i>New York State Next Generation Learning Standards Connections:</i></p> <p><b>ELA/Literacy—</b></p> <p><b>6-8.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. (MS-ESS1-4),(MS-ESS2-2),(MS-ESS2-3)</p> <p><b>6-8.RST.7</b> Identify and match scientific or technical information present as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS2-3)</p> <p><b>6-8.RST.9</b> Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc., on the same topic. (MS-ESS2-3)</p> <p><b>6-8.WHST.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-ESS1-4),(MS-ESS2-2)</p> <p><b>8.SL.5</b> Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. (MS-ESS2-2)</p> <p><b>Mathematics—</b></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (MS-ESS2-2),(MS-ESS2-3)</p> <p><b>NY-6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS1-4),(MS-ESS2-2),(MS-ESS2-3)</p> <p><b>NY-7.EE.4</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS1-4),(MS-ESS2-2),(MS-ESS2-3)</p>		
<p>*Connection boxes updated as of September 2018</p>		

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSSED).

# New York State P-12 Science Learning Standards

## MS. Earth's System

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 specific identification and naming of minerals and rocks but could include the general classification of rocks as igneous, metamorphic, or sedimentary.]
- 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 could include conceptual or physical models.] [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 geologic 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 could include 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).]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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.</p> <ul style="list-style-type: none"> <li>▪ Develop and use a model to describe phenomena. (MS-ESS2-1)</li> <li>▪ Develop a model to describe unobservable mechanisms. (MS-ESS2-4)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> <li>▪ Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' 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. (MS-ESS3-1)</li> </ul>	<p><b>ESS2.A: Earth's Materials and Systems</b></p> <ul style="list-style-type: none"> <li>▪ All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (MS-ESS2-1)</li> </ul> <p><b>ESS2.C: The Roles of Water in Earth's Surface Processes</b></p> <ul style="list-style-type: none"> <li>▪ (NYSED) Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation, sublimation, deposition, precipitation, infiltration, and runoff. (MS-ESS2-4)</li> <li>▪ (NYSED) Global movements of water and its changes in form are driven by sunlight and gravity. (MS-ESS2-4)</li> </ul> <p><b>ESS3.A: Natural Resources</b> Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (MS-ESS3-1)</p>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>▪ Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1)</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>▪ Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. (MS-ESS2-4)</li> </ul> <p><b>Stability and Change</b></p> <ul style="list-style-type: none"> <li>▪ 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. (MS-ESS2-1)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Engineering, Technology and Applications of Science</i></p> <p><b>Influence of Science, Engineering, and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>▪ 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. (MS-ESS3-1)</li> </ul>
<p><i>Connections to other DCIs in this grade-band:</i> <b>MS.PS1.A</b> (MS-ESS2-1),(MS-ESS2-4),(MS-ESS3-1); <b>MS.PS1.B</b> (MS-ESS2-1),(MS-ESS3-1); <b>MS.PS2.B</b> (MS-ESS2-4); <b>MS.PS3.A</b> (MS-ESS2-4); <b>MS.PS3.B</b> (MS-ESS2-1); <b>MS.PS3.D</b> (MS-ESS2-4); <b>MS.LS2.B</b> (MS-ESS2-1); <b>MS.LS2.C</b> (MS-ESS2-1); <b>MS.ESS1.B</b> (MS-ESS2-1); <b>MS.ESS2.D</b> (MS-ESS3-1); <b>MS.ESS3.C</b> (MS-ESS2-1)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> <b>3.PS2.A</b> (MS-ESS2-4); <b>4.PS3.B</b> (MS-ESS2-1),(MS-ESS2-4); <b>4.PS3.D</b> (MS-ESS3-1); <b>4.ESS2.A</b> (MS-ESS2-1); <b>4.ESS3.A</b> (MS-ESS3-1); <b>5.PS2.B</b> (MS-ESS2-4); <b>5.ESS2.A</b> (MS-ESS2-1); <b>5.ESS2.C</b> (MS-ESS2-4); <b>HS.PS1.B</b> (MS-ESS2-1); <b>HS.PS2.B</b> (MS-ESS2-4); <b>HS.PS3.B</b> (MS-ESS2-1),(MS-ESS2-4),(MS-ESS3-1); <b>HS.PS4.B</b> (MS-ESS2-4); <b>HS.LS1.C</b> (MS-ESS2-1),(MS-ESS3-1); <b>HS.LS2.B</b> (MS-ESS2-1); <b>HS.ESS2.A</b> (MS-ESS2-1),(MS-ESS2-4),(MS-ESS3-1); <b>HS.ESS2.B</b> (MS-ESS3-1); <b>HS.ESS2.C</b> (MS-ESS2-1),(MS-ESS2-4),(MS-ESS3-1); <b>HS.ESS2.D</b> (MS-ESS2-4); <b>HS.ESS2.E</b> (MS-ESS2-1); <b>HS.ESS3.A</b> (MS-ESS3-1)</p>		
<p><i>New York State Next Generation Learning Standards:</i></p> <p><b>ELA/Literacy–</b></p> <p><b>6-8.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. (MS-ESS3-1)</p> <p><b>6-8.WHST.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-ESS3-1)</p> <p><b>6-8.WHST.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. (MS-ESS3-1)</p> <p><b>8.SL.5</b> Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. (MS-ESS2-1)</p> <p><b>Mathematics–</b></p> <p><b>NY-6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS3-1)</p> <p><b>NY-7.EE.4</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS3-1)</p>		
<p>*Connection boxes updated as of September 2018</p>		

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSED).

# New York State P-12 Science Learning Standards

## MS. 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 flows from regions of high pressure to low pressure, the complex interactions at air mass boundaries, and the movements of air masses affect weather (defined by temperature, pressure, humidity, precipitation, and wind at a fixed location and time). Emphasis is on how weather can be predicted within probabilistic ranges. 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 includes the application of weather data systems but does not include recalling the names of cloud types, weather symbols used on weather maps, the reported diagrams from weather stations, or the interrelationship of weather variables.]
- MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of 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 is on the sunlight-driven latitudinal banding causing differences in density that create convection currents in the atmosphere, 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 coastlines of continents. Examples of models could include 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 could 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 could 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.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Asking Questions and Defining Problems

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

- Ask questions to identify and clarify evidence of an argument. (MS-ESS3-5)

#### Developing and Using Models

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.

- Develop and use a model to describe phenomena. (MS-ESS2-6)

#### Planning and Carrying Out Investigations

Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.

- 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. (MS-ESS2-5)

### Disciplinary Core Ideas

#### ESS2.C: The Roles of Water in Earth's Surface Processes

- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (MS-ESS2-5)
- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (MS-ESS2-6)

#### ESS2.D: Weather and Climate

- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)
- Because these patterns are so complex, weather can only be predicted probabilistically. (MS-ESS2-5)
- The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (MS-ESS2-6)

#### ESS3.D: Global Climate Change

- Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

### Crosscutting Concepts

#### Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS2-5)

#### Systems and System Models

- Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. (MS-ESS2-6)

#### Stability and Change

- Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (MS-ESS3-5)

Connections to other DCIs in this grade-band: **MS.PS1.A** (MS-ESS2-5); **MS.PS2.A** (MS-ESS2-5),(MS-ESS2-6); **MS.PS3.A** (MS-ESS2-5),(MS-ESS3-5); **MS.PS3.B** (MS-ESS2-5),(MS-ESS2-6); **MS.PS4.B** (MS-ESS2-6)

Articulation of DCIs across grade-bands: **3.PS2.A** (MS-ESS2-6); **3.ESS2.D** (MS-ESS2-5),(MS-ESS2-6); **5.ESS2.A** (MS-ESS2-5),(MS-ESS2-6); **HS.PS2.B** (MS-ESS2-6); **HS.PS3.B** (MS-ESS2-6),(MS-ESS3-5); **HS.PS3.D** (MS-ESS2-6); **HS.PS4.B** (MS-ESS3-5); **HS.ESS1.B** (MS-ESS2-6); **HS.ESS2.A** (MS-ESS2-6),(MS-ESS3-5); **HS.ESS2.C** (MS-ESS2-5); **HS.ESS2.D** (MS-ESS2-5),(MS-ESS2-6),(MS-ESS3-5); **HS.ESS3.C** (MS-ESS3-5); **HS.ESS3.D** (MS-ESS3-5)

New York State Next Generation Learning Standards:

#### ELA/Literacy–

##### 6-8.RST.1

Cite specific textual evidence to support analysis of science and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. (MS-ESS2-5),(MS-ESS3-5)

##### 6-8.RST.9

Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, et., on the same topic. (MS-ESS2-5).

##### 6-8.WHST.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-ESS2-5)

##### 8.SL.5

Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. (MS-ESS2-6)

#### Mathematics–

##### MP.2

Reason abstractly and quantitatively. (MS-ESS2-5),(MS-ESS3-5)

##### NY-6.NS.5

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (MS-ESS2-5)

##### NY-6.EE.6

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS3-5)

##### NY-7.EE.4

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS3-5)

\*Connection boxes updated as of September 2018

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSSED).

# New York State P-12 Science Learning Standards

## MS. 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 could include those resulting from interior processes (such as earthquakes and volcanic eruptions) and surface processes (such as mass wasting and tsunamis), or from severe weather events (such as blizzards, hurricanes, tornadoes, floods, and droughts). Examples of data could include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies could include global technologies (such as satellite images to monitor hurricanes or forest fires) or local technologies (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 could 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 could 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 could 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 could 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.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Analyzing and Interpreting Data</b> 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.</p> <ul style="list-style-type: none"> <li>Analyze and interpret data to determine similarities and differences in findings. (MS-ESS3-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> <li>Apply scientific principles to design an object, tool, process or system. (MS-ESS3-3)</li> </ul> <p><b>Engaging in Argument from Evidence</b> 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).</p> <ul style="list-style-type: none"> <li>Construct 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. (MS-ESS3-4)</li> </ul>	<p><b>ESS3.B: Natural Hazards</b></p> <ul style="list-style-type: none"> <li>Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (MS-ESS3-2)</li> </ul> <p><b>ESS3.C: Human Impacts on Earth Systems</b></p> <ul style="list-style-type: none"> <li>Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (MS-ESS3-3)</li> <li>Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (MS-ESS3-3), (MS-ESS3-4)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Graphs, charts, and images can be used to identify patterns in data. (MS-ESS3-2)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (MS-ESS3-3)</li> <li>Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-4)</li> </ul> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><b>Influence of Science, Engineering, and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>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. (MS-ESS3-4)</li> <li>The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-ESS3-2), (MS-ESS3-3)</li> </ul> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p><b>Science Addresses Questions About the Natural and Material World</b> Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-ESS3-4)</p>

*Connections to other DCIs in this grade-band:* **MS.PS3.C** (MS-ESS3-2); **MS.LS2.A** (MS-ESS3-3), (MS-ESS3-4); **MS.LS2.C** (MS-ESS3-3), (MS-ESS3-4); **MS.LS4.D** (MS-ESS3-3), (MS-ESS3-4)

*Articulation of DCIs across grade-bands:* **3.LS2.C** (MS-ESS3-3), (MS-ESS3-4); **3.LS4.D** (MS-ESS3-3), (MS-ESS3-4); **3.ESS3.B** (MS-ESS3-2); **4.ESS3.B** (MS-ESS3-2); **5.ESS3.C** (MS-ESS3-3), (MS-ESS3-4); **HS.LS2.A** (MS-ESS3-4); **HS.LS2.C** (MS-ESS3-3), (MS-ESS3-4); **HS.LS4.C** (MS-ESS3-3), (MS-ESS3-4); **HS.LS4.D** (MS-ESS3-3), (MS-ESS3-4); **HS.ESS2.B** (MS-ESS3-2); **HS.ESS2.C** (MS-ESS3-3); **HS.ESS2.D** (MS-ESS3-2), (MS-ESS3-3); **HS.ESS2.E** (MS-ESS3-3), (MS-ESS3-4); **HS.ESS3.A** (MS-ESS3-4); **HS.ESS3.B** (MS-ESS3-2); **HS.ESS3.C** (MS-ESS3-3), (MS-ESS3-4); **HS.ESS3.D** (MS-ESS3-2), (MS-ESS3-3)

*New York State Next Generation Learning Standards:*

ELA/Literacy –	
<b>6-8.RST.1</b>	Cite specific textual evidence to support analysis of science and technical texts charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. (MS-ESS3-2), (MS-ESS3-4)
<b>6-8.RST.7</b>	Identify and match scientific or technical information present as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS3-2)
<b>6-8.WHST.1</b>	Write arguments focused on discipline content. (MS-ESS3-4)
<b>6-8.WHST.7</b>	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-ESS3-3)
<b>6-8.WHST.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-ESS3-3)
<b>6-8.WHST.9</b>	Draw evidence from informational texts to support analysis, reflection and research. (MS-ESS3-4)

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSED).

# New York State P-12 Science Learning Standards

*Mathematics –*

**MP.2**

Reason abstractly and quantitatively. (MS-ESS3-2)

**NY-6.RP.1**

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-ESS3-3),(MS-ESS3-4)

**NY-7.RP.2**

Recognize and represent proportional relationships between quantities. (MS-PS4-1)

**NY-6.EE.6**

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS1-4),(MS-ESS2-2),(MS-ESS2-3)

**NY-7.EE.4**

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS1-4), (MS-ESS2-2),(MS-ESS2-3)

\*Connection boxes updated as of September 2018