



Opportunity Through Education

Jillian Balow – *Superintendent of Public Instruction*

2021 WYOMING SCIENCE

PERFORMANCE STANDARDS WITH 2016 CONTENT STANDARDS

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Content Standards Effective - September 23, 2016

TO BE FULLY IMPLEMENTED IN DISTRICTS BY THE BEGINNING OF SCHOOL YEAR 2021-22

Performance Standards Effective - XXX, 2021

TO BE FULLY IMPLEMENTED IN DISTRICTS BY THE BEGINNING OF SCHOOL YEAR 202X-2X

2021 Science Wyoming Content & Performance Standards

SCIENCE WYOMING 2016 CONTENT AND 2021 PERFORMANCE STANDARDS

ACKNOWLEDGMENT: The State Board of Education thanks the Science Standards Review Committees and the Wyoming Department of Education for their work on these Standards and Performance Level Descriptors (PLDs).

INTRODUCTION: The Wyoming Science Content and Performance Standards (WYCPS) were last reviewed and approved in 2008 in accordance with Wyoming state statute W.S. 21-2-304(c). The 2016 Wyoming Content and 2021 Performance Standards were developed collaboratively through the contributions of Science Standard Review Committee (SSRC) members from across the state. The committee's work was informed and guided by initial public input through community forums, as well as input solicited from specific stakeholder groups.

RATIONALE: Today, quality science education enables students to learn science by being actively involved with scientific and engineering practices as they progress from kindergarten through 12th grade. They are encouraged to be inquisitive, to actively explore their environment, and become productive, scientifically literate citizens. The standards we present here provide the necessary foundation for local school district decisions about curriculum, assessments, and instruction. Implementation of the new standards will better prepare Wyoming high school graduates for the rigors of college and/or careers. In turn, Wyoming employers will be able to hire workers with a strong science and engineering base — both in specific content areas and in critical thinking and inquiry-based problem solving.

The Wyoming Science Content and Performance Standards support that:

- All students can engage in sophisticated science and engineering practices.
- Students must have the opportunity to conduct investigations, solve problems, and engage in discussions.
- Students learn through relevant context and use modeling to explain observed phenomena.
- Students move beyond facts and terminology to develop explanations and design solutions supported by evidence-based arguments and reasoning.
- Students discuss open-ended questions that focus on the strength of the evidence used to generate claims.
- Students develop summaries of information through multiple sources, including science-related magazine and journal articles and web-based resources.
- Students develop questions that drive multiple investigations with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas.
- Students write reports, create posters, and design media presentations that explain and add credibility to their argument.
- Students develop a better understanding of the science they are researching by accessing professional scientists and engineers through various means.
- Students communicate and defend their research to an authentic audience such as at colloquiums with secondary students.

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ORGANIZATION OF THE STANDARDS: (with terminology)

These standards were informed by *A Framework for K-12 Science Education* (National Research Council, 2012), the Next Generation Science Standards (National Academies Press, 2013), and the unique needs of Wyoming. They are distinct from prior science standards in that they integrate three dimensions of learning within each standard and have intentional connections across standards, grade bands, and subjects. The three dimensions are crosscutting concepts, disciplinary core ideas, and science and engineering practices.

Dimension 1: Crosscutting Concepts (CCC)

The seven crosscutting concepts have application across all domains of science. As such, they provide one way of linking across the domains of the Disciplinary Core Ideas.

Dimension 2: Disciplinary Core Ideas (DCI)

The continuing expansion of scientific knowledge makes it impossible to teach all of the ideas related to a given discipline in exhaustive detail during the K-12 years. But given the cornucopia of information available today, virtually at a touch, an important role of science education is not to teach “all the facts” but rather to prepare students in the four domains of science with sufficient core knowledge so that they can later acquire additional information on their own. The four domains referenced are: 1) physical science, 2) life science, 3) earth and space science, and 4) engineering, technology and applications of science.

Dimension 3: Science and Engineering Practices (SEP)

The SEPs describe (a) the major practices that scientists employ as they investigate and build models and theories about the world, and (b) a key set of engineering practices that engineers use as they design and build systems. We use the term “practices” instead of skills to emphasize that engaging in a

scientific investigation requires not only skill but also knowledge that is specific to each practice.

Standard Code: Grade-Science Discipline & Domain-Standard

Key: K-PS3-2 = Grade **K** - Physical Science (**PS**) Domain **3** - Standard **2** (or Performance Expectation 2)

DOMAINS are the core concepts to be studied in science. The Science Standards consist of four domains across the K-12 standards. 1) Physical Science; 2) Life Science; 3) Earth and Space Science; and 4) Engineering, Technology, and Applications of Science.

SUB-DOMAINS, aka DISCIPLINARY CORE IDEAS are listed below.

- **PS1** – Matter and Its Interactions
- **PS2** – Motion and Stability: Forces and Interactions
- **PS3** – Energy
- **PS4** – Waves and Their Applications in Technology for Information Transfer
- **LS1** – From Molecules to Organisms: Structure and Processes
- **LS2** – Ecology: Interactions, Energy, and Dynamics
- **LS3** – Heredity: Inheritance and Variation of Traits
- **LS4** – Biological Evolution: Unity and Diversity
- **ESS1** – Earth’s Place in the Universe
- **ESS2** – Earth’s Systems
- **ESS3** – Earth and Human Activity
- **ETS** – Engineering, Technology, and Applications of Science

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CONTENT STANDARDS (also called Performance Expectations (PEs) in the [2016 Science Content Standards](#) document) define the content and skills students are expected to know and be able to do by the end-of-the-grade level or grade band. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. In this standards document, you will find these are broken out into individual grades for Kindergarten through 5th grade and then banded by grade bands for middle school/junior high school (6-8) and high school grade levels (9-12).

PERFORMANCE LEVEL DESCRIPTORS (PLDs) describe the performance expectations of students for each of the four (4) performance level categories: Advanced, Proficient, Basic, and Below Basic. These are a description of what students within each performance level are expected to know and be able to do.

PERFORMANCE STANDARDS (PS), identified with the code in blue highlight and an asterisk (*), are the standards all students are expected to learn and be assessed on through the district assessment system by the end-of-the

grade band. They specify the specific degree of understanding or demonstration of the knowledge and/or skill for a particular content standard. As such, it employs clear action verbs and describes “how good is good enough.” Districts are expected to give students multiple opportunities to demonstrate proficiency on the Performance Standards through the District Assessment System (DAS) and provide appropriate supports for student success. **Teachers should provide extra focus, targeted supports, and offer multiple opportunities to demonstrate** student understanding (mastery). In the secondary level, only students electing to take a course aligned to these standards need to be assessed in the DAS.

The Science Performance Standards Review Committee did the following during their selection process: 1) had purposeful conversation to ensure learning progressions within and between grade level/bands, K-12; 2) identified the standards for success within the grade level/band and beyond; and 3) worked to identify the overarching science concepts, processes, and practices that could be cross-linked to provide a successful path for students. Their ultimate goal was to have engaged science citizens who can evaluate information/evidence and think critically.

RESOURCES / REFERENCES

National Research Council [NRC]. (2012). [A Framework for K-12 Science Education](#): Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press.

NGSS Lead States (2013). [Next Generation Science Standards: For States, By States](#). Washington, DC: National Academies Press.

National Research Council. (2015). [Guide to Implementing the Next Generation Science Standards](#) (pp. 8-9). Washington, DC: National Academies Press.

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HOW TO READ THIS DOCUMENT

The WYCPS have 3 main sections:

- 1) **Domain** (in black bold) with the **Disciplinary Core Ideas (DCI)** in blue..
- 2) **Standard Code** and **Content Standard (CS)** (in black bold).
- 3) **Performance Standard (PS)** – For the targeted subset of the Proficient PLD statements identified as the PS, the CS code are denoted with an asterisk (*) and highlighted in blue and the Proficient PLD (aka the PS) is highlighted in a lighter blue.

Kindergarten Science Content & Performance Standards

1. PHYSICAL SCIENCE

PS2 Motion and Stability: Forces and Interactions

***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.

3 The **Proficient** student is able to with guidance, plan and conduct an investigation to compare the effects of different strengths or directions of pushes and pulls on the motion of an object.

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.

PS3 Energy

K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.

***K-PS3-2** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

- The **Proficient** student is able to use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

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Kindergarten **Science** Content & Performance Standards

1. PHYSICAL SCIENCE

PS2 Motion and Stability: Forces and Interactions

***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.

- The **Proficient** student is able to with guidance, plan and conduct an investigation to compare the effects of different strengths or directions of pushes and pulls on the motion of an object.

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.

PS3 Energy

K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.

***K-PS3-2** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

- The **Proficient** student is able to use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

2. LIFE SCIENCE

LS1 From Molecules to Organisms: Structure and Processes

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

3. EARTH AND SPACE SCIENCE

ESS2 Earth's Systems

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2 Use and share observations of local weather conditions to describe patterns over time.

ESS3 Earth and Human Activity

***K-ESS3-1** Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

- The **Proficient** student is able to use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

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K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

K-ESS3-3 Communicate solutions that will manage the impact of humans on the land, water, air, and/or other living things in the local environment.

4. ENGINEERING AND DESIGN

ETS1 Engineering, Technology, and Applications of Science

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.

- The **Proficient** student is able to 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.

Grade 1 Science Content & Performance Standards

1. PHYSICAL SCIENCE

PS4 Waves and their Applications in Technologies for Information Transfer

1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

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

1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam 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.

- The **Proficient** student is able to use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

2021 Science Wyoming Content & Performance Standards

2. LIFE SCIENCE

LS1 From Molecules to Organisms: Structure and Processes

***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.

- The **Proficient** student is able to 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.

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

LS3 Heredity: Inheritance and Variation of Traits

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

3. EARTH AND SPACE SCIENCE

ESS1 Earth's Place in the Universe

***1-ESS1-1** Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- The **Proficient** student is able to use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

4. ENGINEERING AND DESIGN

ETS1 Engineering, Technology, and Applications of Science

***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.

- The **Proficient** student is able to 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.

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Grade 2 Science Content & Performance Standards

1. PHYSICAL SCIENCE

PS1 Matter and Its Interactions

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

***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.

- The **Proficient** student is able to analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

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.

2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

2. LIFE SCIENCE

LS2 Ecosystems: Interactions, Energy, and Dynamics

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

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

LS4 Biological Evolution: Unity and Diversity

***2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.

- The **Proficient** student is able to make observations of plants and animals to compare the diversity of life in different habitats.

3. EARTH AND SPACE SCIENCE

ESS1 Earth's Place in the Universe

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

ESS2 Earth's Systems

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***2-ESS2-1** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

- The **Proficient** student is able to compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

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

4. ENGINEERING AND DESIGN

ETS1 Engineering, Technology, and Applications of Science

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.

- The **Proficient** student is able to analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Grade 3 Science Content & Performance Standards

1. PHYSICAL SCIENCE

PS2 Motion and Stability: Forces and Interactions

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.

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.

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.

***3-PS2-4** Define a simple design problem that can be solved by applying scientific ideas about magnets.

- The **Proficient** student is able to define a simple design problem that can be solved by applying scientific ideas about magnets.

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2. LIFE SCIENCE

LS1 From Molecules to Organisms: Structure and Processes

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.

LS2 Ecosystems: Interactions, Energy, and Dynamics

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

LS3 Heredity: Inheritance and Variation of Traits

***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.

- The **Proficient** student is able to 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.

3-LS3-2 Use evidence to support the explanation that observable traits can be influenced by the environment.

LS4 Biological Evolution: Unity and Diversity

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

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.

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.

***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.

- The **Proficient** student is able to 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.

3. EARTH AND SPACE SCIENCE

ESS2 Earth's Systems

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

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

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ESS3 Earth and Human Activity

***3-ESS3-1** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

- The **Proficient** student is able to make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

4. ENGINEERING AND DESIGN

ETS1 Engineering, Technology, and Applications of Science

***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.

- The **Proficient** student is able to 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.

Grade 4 Science Content & Performance Standards

1. PHYSICAL SCIENCE

PS3 Energy

4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.

***4-PS3-4** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

- The **Proficient** student is able to apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

PS4 Waves and their Applications in Technologies for Information Transfer

***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.

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- The **Proficient** student is able to develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

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

2. LIFE SCIENCE

LS1 From Molecules to Organisms: Structure and Processes

***4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- The **Proficient** student is able to construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

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.

3. EARTH AND SPACE SCIENCE

ESS1 Earth's Place in the Universe

***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.

- The **Proficient** student is able to identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

ESS2 Earth's Systems

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.

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

ESS3 Earth and Human Activity

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment.

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

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4. ENGINEERING AND DESIGN

ETS1 Engineering, Technology, and Applications of Science

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.

- The **Proficient** student is able to generate and compare 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.

Grade 5 Science Content & Performance Standards

1. PHYSICAL SCIENCE

PS1 Matter and Its Interactions

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

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.

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

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

- The **Proficient** student is able to conduct an investigation to determine whether the mixing of two or more substances results in new substances.

PS2 Motion and Stability: Forces and Interactions

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

PS3 Energy

***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.

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- The **Proficient** student is able to use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain warmth) was once energy from the sun.

2. LIFE SCIENCE

LS1 From Molecules to Organisms: Structure and Processes

5-LS1-1 Support an argument that plants get the materials they need for growth primarily from air and water.

LS2 Ecosystems: Interactions, Energy, and Dynamics

***5-LS2-1** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- The **Proficient** student is able to develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

3. EARTH AND SPACE SCIENCE

ESS1 Earth's Place in the Universe

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

***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.

- The **Proficient** student is able to 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.

ESS2 Earth's Systems

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2 Describe and graph the amounts and percentages of water and freshwater in various reservoirs to provide evidence about the distribution of water on Earth.

ESS3 Earth and Human Activity

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

- The **Proficient** student is able to obtain and combine information about ways individual communities use science ideas to conserve Earth's resources and environment.

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4. ENGINEERING AND DESIGN

ETS1 Engineering, Technology, and Applications of Science

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.

- The **Proficient** student is able to plan and carry out fair tests of a variety of solutions in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Middle School Science Content & Performance Standards

1. PHYSICAL SCIENCE

PS1 Matter and Its Interactions

MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures.

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.

MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

***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.

- The **Proficient** student is able to 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.

***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.

- The **Proficient** student is able to 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.

MS-PS1-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

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PS2 Motion and Stability: Forces and Interactions

***MS-PS2-1** Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

- The **Proficient** student is able to apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

***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.

- The **Proficient** student is able to 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.

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

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.

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.

PS3 Energy

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.

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.

MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

***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.

- The **Proficient** student is able to 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.

MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

PS4 Waves and their Applications in Technologies for Information Transfer

***MS-PS4-1** Use mathematical representations to describe a simple model for waves, which includes how the amplitude of a wave is related to the energy in a wave.

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- The **Proficient** student is able to use mathematical representations to describe a simple model for waves, which includes how the amplitude of a wave is related to the energy in a wave.

MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

2. LIFE SCIENCE

LS1 From Molecules to Organisms: Structure and Processes

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.

MS-LS1-2 Develop and use models to describe the parts, functions, and basic processes of cells.

***MS-LS1-3** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

- The **Proficient** student is able to use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

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.

MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

***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.

- The **Proficient** student is able to 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.

MS-LS1-7 Develop a model to describe how food molecules (sugar) are rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

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.

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LS2 Ecosystems: Interactions, Energy, and Dynamics

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.

MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

***MS-LS2-5** Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

- The **Proficient** student is able to evaluate competing design solutions for maintaining biodiversity and ecosystem services.

LS3 Heredity: Inheritance and Variation of Traits

***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.

- The **Proficient** student is able to 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.

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.

LS4 Biological Evolution: Unity and Diversity

***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.

- The **Proficient** student is able to 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.

MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population affects individuals' probability of surviving and reproducing in a specific environment.

MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

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***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.

- The **Proficient** student is able to use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

3. EARTH AND SPACE SCIENCE

ESS1 Earth's Place in the Universe

***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.

- The **Proficient** student is able to 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.

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

MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system.

MS-ESS1-4 Construct a scientific explanation based on evidence from rocks and rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

ESS2 Earth's Systems

***MS-ESS2-1** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

- The **Proficient** student is able to develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

***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.

- The **Proficient** student is able to analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

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.

MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

***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.

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- The **Proficient** student is able to 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.

ESS3 Earth and Human Activity

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.

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.

***MS-ESS3-3** Apply scientific principles to design a method for monitoring, evaluating, and managing a human impact on the environment.

- The **Proficient** student is able to apply scientific principles to design a method for monitoring, evaluating, and managing a human impact on the environment.

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

MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused changes in global temperatures over time.

4. ENGINEERING AND DESIGN

ETS1 Engineering, Technology, and Applications of Science

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 for a proposed object, tool or process and then use an iterative process to test the model, collect data, and generate modification ideas trending toward an optimal design.

ETS2 Engineering, Technology, and Applications of Science

MS-ETS2-1 Ask questions about a common household appliance, collect data to reverse-engineer the appliance and learn how it's design has evolved, describe how scientific discoveries, technological advances, and engineering design played significant roles in its development, and explore how science, engineering and technology might be used together or individually in producing improved versions of the appliance.

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***MS-ETS2-2** Develop a model defining and prioritizing the impacts of human activity on a particular aspect of the environment, identifying positive and negative consequences of the activity, both short and long-term, and investigate and explain how the ethics and integrity of scientists and engineers and respect for individual property rights might constrain future development.

- The **Proficient** student is able to develop a model defining and prioritizing the impacts of human activity on a particular aspect of the environment, identifying positive and negative consequences of the activity, both short and long-term, and investigate and explain how the ethics and integrity of scientists and engineers and respect for individual property rights might constrain future development.

High School Science Content & Performance Standards

1. PHYSICAL SCIENCE

PS1 Matter and Its Interactions

***HS-PS1-1** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

- The **Proficient** student is able to use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

***HS-PS1-2** Construct an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties, and revise, as needed.

- The **Proficient** student is able to construct an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms and knowledge of the patterns of chemical properties.

HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the macroscopic scale to infer the strength of electrical forces between particles.

HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

HS-PS1-5 Apply scientific principles and use evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

***HS-PS1-6** Evaluate the design of a chemical system by changing conditions to produce increased amounts of products at equilibrium, and refine the design, as needed.

- The **Proficient** student is able to evaluate the design of a chemical system by changing conditions to produce increased amounts of products at equilibrium.

***HS-PS1-7** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

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- The **Proficient** student is able to use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

***HS-PS1-8** Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

- The **Proficient** student is able to develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

PS2 Motion and Stability: Forces and Interactions

HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

***HS-PS2-3** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

- The **Proficient** student is able to apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

HS-PS2-4 Use mathematical representations to predict the gravitational and/or electrostatic forces between objects using Newton's Law of Gravitation and/or Coulomb's Law, respectively.

***HS-PS2-5** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

- The **Proficient** student is able to plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

***HS-PS2-6** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of materials.

- The **Proficient** student is able to communicate scientific and technical information about why the molecular-level structure is important in the functioning of materials.

PS3 Energy

HS-PS3-1 Create or apply a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

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***HS-PS3-3** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- The **Proficient** student is able to design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system.

HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

PS4 Waves and their Applications in Technologies for Information Transfer

***HS-PS4-1** Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

- The **Proficient** student is able to use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

HS-PS4-2 Evaluate the advantages and disadvantages of using digital transmission and storage of information.

HS-PS4-3 Evaluate evidence behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

***HS-PS4-5** Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

- The **Proficient** student is able to communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

2. LIFE SCIENCE

LS1 From Molecules to Organisms: Structure and Processes

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multi-cellular organisms.

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

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HS-LS1-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

***HS-LS1-6** Construct explanations and revise, as needed, based on evidence for: 1) how carbon, hydrogen, and oxygen may combine with other elements to form amino acids and/or other large carbon-based molecules, and 2) how other hydrocarbons may also combine to form large carbon-based molecules.

- The **Proficient** student is able to construct explanations and revise, as needed, based on evidence for: 1) how carbon, hydrogen, and oxygen may combine with other elements to form amino acids and/or other large carbon-based molecules, and 2) how other hydrocarbons may also combine to form large carbon-based molecules.

HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of sugar molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-3 Construct an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions, and revise as needed.

HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

***HS-LS2-5** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

- The **Proficient** student is able to develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

***HS-LS2-6** Evaluate the claims, evidence, and reasoning that the complex biotic and abiotic interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a modified ecosystem.

- The **Proficient** student is able to evaluate the claims, evidence, and reasoning that the complex biotic and abiotic interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a modified ecosystem.

***HS-LS2-7** Evaluate and assess impacts on the environment and biodiversity in order to refine or design a solution for detrimental impacts or enhancement for positive impacts.

- The **Proficient** student is able to evaluate and assess impacts on the environment and biodiversity in order to refine or design a solution for detrimental impacts or enhancement for positive impacts.

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HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

LS3 Heredity: Inheritance and Variation of Traits

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

***HS-LS3-2** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- The **Proficient** student is able to make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

LS4 Biological Evolution: Unity and Diversity

HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

***HS-LS4-5** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

- The **Proficient** student is able to evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

***HS-LS4-6** Create and/or use a simulation to evaluate the impacts of human activity on biodiversity.

- The **Proficient** student is able to use a simulation to evaluate the impacts of human activity on biodiversity.

3. EARTH AND SPACE SCIENCE

ESS1 Earth's Place in the Universe

HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

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***HS-ESS1-2** Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

- The **Proficient** student is able to construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

***HS-ESS1-5** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

- The **Proficient** student is able to evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

ESS2 Earth's Systems

HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

***HS-ESS2-2** Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

- The **Proficient** student is able to analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

***HS-ESS2-4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

- The **Proficient** student is able to use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

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ESS3 Earth and Human Activity

***HS-ESS3-1** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

- The **Proficient** student is able to construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2 Evaluate competing design solutions for developing, managing, and using energy and mineral resources based on cost -benefit ratios.

***HS-ESS3-3** Use computational tools to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

- The **Proficient** student is able to use computational tools to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

***HS-ESS3-5** Analyze data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

- The **Proficient** student is able to analyze data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-ESS3-6 Use the results of a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

4. ENGINEERING AND DESIGN

ETS1 Engineering, Technology, and Applications of Science

HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

***HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

- The **Proficient** student is able to evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

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HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

***HS-ETS1-5** Evaluate the validity and reliability of claims in a variety of materials.

- The **Proficient** student is able to evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports.