



# ITEM SPECIFICATIONS HIGH SCHOOL OSAS SCIENCE TEST

2014 Oregon Science Standards (NGSS)



OREGON  
DEPARTMENT OF  
EDUCATION

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## Item clusters

Each item cluster is designed to engage the examinee in a grade-appropriate, meaningful scientific activity aligned to a specific standard.

Each cluster begins with a phenomenon, an observable fact or design problem that engages student interest and can be explained, modeled, investigated, or designed using the knowledge and skill described by the standard in question.

What it means to be observable varies across practices. For example, a phenomenon for a performance expectation exercising the *analyze data* practice may be observable through regularities in a data set, while standards related to the *development and use of models* might be something that can be watched, seen, felt, smelled, or heard.

What it means to be observable also varies across grade levels. For example, elementary-level phenomena are very concrete and directly observable. At the high school level, an observation of the natural world may be more abstract: for example, “observing” changes in the chemical composition of cells through the observation of macroscopic results of those changes on organism physiology, or through the measurement of system- or organ-level indications.

Content limits refine the intent of the performance expectations and *provide limits* on what may be asked of items in the cluster to structure the student activity. The content limits also reflect the disciplinary core ideas learning progressions that are present in the K-12 Framework for Science Education.

The task or goal should be explicitly stated in the stimulus or the first item in the cluster: statements such as “In the questions that follow, you will develop a model that will allow you to identify moons of Jupiter,” or “In the questions below, you will complete a model to describe the processes that lead to the steam coming out of the teapot.”

Whereas item clusters have been described elsewhere as “scaffolded,” they are better described as providing structure to the task. For example, some clusters begin with students summarizing data to discover patterns that may have explanatory value. Depending on the grade level and nature of the standard, items may provide complete table shells or labeled graphs to be drawn, or may require the student to choose what to tabulate or graph. Subsequent items may ask the student to note patterns in the tabulated or graphed data and draw on domain content knowledge to posit explanations for the patterns.

These guidelines for clusters do not appear separately in the specifications. Rather, they apply to all clusters.

## Structure of the cluster specifications

The item cluster specifications are designed to guide the work of item writers and the review of item clusters by stakeholders.

Each item cluster has the following elements:

- The text of the performance expectations, including the practice, core idea, and cross-cutting concept.
- Content limits, which refine the intent of the performance expectations and provide limits of what may be asked of examinees. For example, they may identify the specific formulae that students are expected to know or not know.
- Vocabulary, which identifies the relevant technical words that students are expected to know, and related words that they are explicitly not expected to know. Of course, the latter category *should not be considered exhaustive, since the boundaries of relevance are ambiguous, and the list is limited by the imagination of the writers.*
- Sample phenomena, which provide some examples of the sort of phenomena that would support effective item clusters related to the standard in question. In general, *these should be guideposts, and item writers should seek comparable phenomena, rather than drawing on those within the documents.* Novelty is valued

when applying scientific practices.

- Task demands comprise the heart of the specifications. These statements identify the types of items and activities that item writers should use, and each item written should be clearly linked to one or more of the demands. The verbs in the demands (e.g., select, identify, illustrate, describe) provide guidance on the types of interactions that item writers might employ to elicit the student response. We avoid explicitly identifying interaction types or item formats to accommodate future innovations and to avoid discouraging imaginative work by the item writers.
- For each cluster we present, the printed documentation includes the cluster, the task demands represented by each item, and its linkage to the practice and cross-cutting concept identified in the performance expectation.

Item cluster specifications follow, organized by grade and standard. This collection of item cluster specifications is not exhaustive of all 2014 Oregon Science Standards that may be assessed in the Oregon Science Test. Task demands have been removed to prevent releasing specific item interactions that may appear within the Oregon Science Test.

## Performance Expectation 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.

### Dimensions

#### Developing and Using Models

- Develop a model based on evidence to illustrate the relationships between systems or between components of system.

#### ESS1.A: The Universe and Its Stars

- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years.

#### PS3.D: Energy in Chemical Processes and Everyday Life

- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (secondary)

#### Scale, Proportion, and Quantity

- The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on the energy transfer mechanisms that allow energy from the nuclear fusion in the sun's core to reach Earth.
- Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.

#### Assessment Content Limits:

- Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

### Science Vocabulary Students Are Expected to Know

- Sunspot cycle, solar maximum, solar minimum, sunspots, solar flares, UV radiation, IR radiation, convection, nuclear fusion, core, atmosphere, aurora, solar storm, northern lights

### Science Vocabulary Students are **Not** Expected to Know

- Photosphere, chromosphere, corona, luminosity, coronal mass ejection

### Phenomena

Some sample phenomena for HS-ESS1-1

- The habitable zone in our solar system currently contains both Earth and Mars. In the future it will contain a different set of planets.
- The sun's current surface temperature is about 5,800 K. In 5 billion years, the sun's surface temperature will cool to 3,500K.
- The sun is 40% brighter, 6% larger and 5% hotter than it was 5 billion years ago.
- The Earth's atmosphere will contain more water vapor and the oceans will contain less water in a few billion years.

## Performance Expectation 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

#### ESS1.A: The Universe and Its Stars

- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
- The Big Bang Theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe.
- Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.

#### PS4.B: Electromagnetic Radiation

- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (secondary)

#### Energy and Matter

- Energy cannot be created or destroyed-only moved between one place and another place, between objects and/or fields, or between systems.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on the astronomical evidence of the redshift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the Big Bang theory (3/4 hydrogen and 1/4 helium).

#### Science Vocabulary Students Are Expected to Know

- Recessional velocity, galaxy, star, quasar, galaxy cluster, spectrum, spectra, wavelength, frequency, Doppler Effect, redshift, blueshift, light years, big bang theory, parsec

#### Science Vocabulary Students are **Not** Expected to Know

- Cosmological redshift, Hubble Law, photometric redshift spectroscopy

### Phenomena

#### Some sample phenomena for HS-ESS1-2

- The farthest known galaxy has a greater recessional velocity than the farthest known quasar.
- The galaxy clusters observed in opposite parts of the sky both contain galaxies with about the same chemical composition: 75% hydrogen and 25% helium.

## Performance Expectation HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

### Dimensions

#### Obtaining, Evaluating, and Communicating Information

- Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

#### ESS1.A: The Universe and Its Stars

- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
- Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.

#### Energy and Matter

- In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.

#### Assessment Content Limits:

- Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed
- Include basic/simplified nucleosynthesis reactions:
  - hydrogen fuses into helium
  - helium fuses into carbon
  - carbon fuses into oxygen
  - oxygen fuses into silicon
  - silicon fuses into iron
- Exclude complex nucleosynthesis reactions and details:
  - CNO cycle
  - Neutron-capture (r-process and s-process)
  - Proton-capture: Rp-process
  - Photo-disintegration: P-process
  - Other details about radiation or particles-focus on conservation of nucleons

### Science Vocabulary Students Are Expected to Know

- Main sequence, nucleosynthesis, nuclear reactions, fission, fusion, nucleons, proton, neutron, proton-proton chain, triple-alpha process, gamma rays, neutrinos, red giant, blue giant, white dwarf, planetary nebular, supernova, supernova remnant, globular cluster, open cluster, exothermic reactions, endothermic reactions, emissions spectrum, absorption spectrum, emission lines, absorption lines, H-R Diagram

### Science Vocabulary Students are **Not** Expected to Know

- Neutron-capture, proton-capture, photo-disintegration, CNO cycle, radiogenesis

## Phenomena

Some sample phenomena for HS-ESS1-3

- Two larger stars, Spica and Pollux, are eight times larger than the sun. However, Spica is 420 times brighter and 6 times more massive than Pollux.
- Procyon is a 1.5 solar mass star and is 8 times brighter than the sun. Aldebaran is a star of similar mass but Aldebaran is 425 times brighter than the sun.
- The stars in a globular cluster (old low mass stars) are red and show few absorption lines in their spectra while the stars in an open cluster (young high mass stars) are blue and show many absorption lines in their spectra.
- In the core of some stars, carbon can fuse into neon, sodium or magnesium.

## Performance Expectation HS-ESS1-4

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

### Dimensions

#### Using Mathematical and Computational Thinking

- Use mathematical or computational representations of phenomena to describe explanations.

#### ESS1.B: Earth and the Solar System

- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.

#### Scale, Proportion, and Quantity

- Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets, moons, rings, asteroids, and comets.
- The term "satellite" can be used to describe both man-made and natural objects that orbit another object.

#### Assessment Content Limits:

- Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with systems of more than two bodies, nor involve calculus.
- Comparing different orbiting bodies is acceptable as long as each system only contains two bodies (example: satellite 1 orbiting Earth compared to satellite 2 orbiting Earth).

Students will be given the Law of Gravitation to make calculations but should know/apply Kepler's law conceptually.

These laws are:

1. Orbits are elliptical;
2. Line connecting orbiting body and parent body sweeps out equal areas in equal time;
3.  $(\text{Orbital period})^2$  is proportional to  $(\text{semi-major axis distance})^3$ .

### Science Vocabulary Students Are Expected to Know

- Gravitation, orbit, revolution, rotation, period, semi-major axis, eccentricity, semi-minor axis, focus, foci, ellipse, gravitational constant, astronomical unit, satellite

### Science Vocabulary Students are **Not** Expected to Know

- Aphelion, perihelion, angular momentum

### Phenomena

Some sample phenomena for HS-ESS1-4

- The International Space Station orbits Earth at an altitude of 250 miles with a speed of 5 miles per second while a global positioning system satellite orbits ten times as far and half as fast.
- China's Tiangong space station's orbital speed can no longer be controlled. It is expected to burn up in the atmosphere as it falls to Earth.
- The shape of Comet Shoemaker-Levy 9's orbit changed just before it collided with Jupiter in 1994.
- In 100 years, the moon will be about half a meter further from Earth and Earth's rotation will be 2 milliseconds slower.

## Performance Expectation 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.

### Dimensions

#### Engaging in Argument from Evidence

- Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments.

#### ESS1.C: The History of Planet Earth

- Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.

#### ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Plate tectonics is the unifying theory that explains the past and current movements of rocks at Earth's surface and provides a framework for understanding its geologic history

#### PS1.C: Nuclear Processes

- Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (secondary)

### Patterns

- Empirical evidence is needed to identify patterns.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks.
- Examples include evidence of the ages of oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust decreasing with distance away from a central ancient core of the continental plate (a result of past plate interactions).

#### Assessment Content Limits:

- Students do not need to calculate radioactive decay rates.
- Students do not need to know: names of supercontinents, names of fault lines, names of tectonic plates.

### Science Vocabulary Students Are Expected to Know

- erosion, weathering, plate tectonics, continent, continental plates, oceanic plate, convergence, divergence, sedimentary, metamorphic, igneous, volcanic, radioactive decay, crust, mantle, core, mid ocean ridge, trench

### Science Vocabulary Students are **Not** Expected to Know

- isotope, anticline, syncline

## Performance Expectation 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

#### ESS1.C: The History of Planet Earth

- Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.

#### PS1.C: Nuclear Processes

- Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (secondary)

#### Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago.
- Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

### Science Vocabulary Students Are Expected to Know

- Meteorite, plate tectonics, erosion, asteroids, radioactive decay, radiometric dating, weathering, rock strata, fossil record, isotope, continental crust, oceanic crust, lithosphere, asthenosphere, cycle, bedrock, ocean trench, sedimentation, convection current, ancient core, inner core, mantle, nuclear, ocean ridge, sea-floor spreading

### Science Vocabulary Students are **Not** Expected to Know

- Nebular hypothesis, planetesimals, solar nebula, bolide impacts

### Phenomena

Some sample phenomena for HS-ESS1-6

- A thin section of a rock from western Australia is examined under a microscope and elongate crystals are observed.
- A rock from Earth and rock from Mars are the same age.
- When astronauts returned to Earth with rocks from the moon, they were all very old. A rock found in the Great Lakes Region of North America is very old, but rock found in Iceland are all relatively young. Meteor Crater is a large depression, with a depth of 170m, in an otherwise flat area of Arizona.

## Performance Expectation 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.

### Dimensions

#### Developing and Using Models

- Develop a model based on evidence to illustrate the relationships between systems or between components of system.

#### ESS2.A: Earth Materials and Systems

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

#### ESS2.B: Plate Tectonics and large-Scale System Interactions

- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
- Plate movements are responsible for most of continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.

#### Stability and Change

- Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).

#### Assessment Content Limits:

- Students do not need to know the details of the formation of specific geographic features of Earth's surface.

### Science Vocabulary Students Are Expected to Know

- Plate tectonics, tectonic uplift, erosion, seismic waves, feedback effect, irreversible, temporal, spatial, Earth's magnetic field, electromagnetic radiation, inner core, outer core, mantle, continental crust, oceanic crust, sea-floor spreading, isotope, thermal convection, radioactive decay, weathering, rock composition, rock strata, continental boundary, ocean trench, recrystallization, nuclear, geochemical reaction, mass wasting

### Science Vocabulary Students are **Not** Expected to Know

- Geomorphology, anticline, syncline, monocline

### Phenomena

Some sample phenomena for HS-ESS2-1

- A limestone cliff that contains Cambrian-aged fossils extends several hundred feet above the surface of the ocean. A large section of the cliff has collapsed.
- An oceanic trench is 10,000 meters below sea level. Inland, 200km away, a chain of active volcanoes is present.
- 1.8 billion-year-old rocks in the Black Hills of South Dakota are capped by 10,000-year-old gravel terraces.

## Performance Expectation HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to Earth's systems.

### Dimensions

#### Analyzing and Interpreting Models

- Analyze data using tools, technologies and/or models (e.g. computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design.

#### ESS2.A: Earth Materials and Systems

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

#### ESS2.D: Weather and Climate

- The foundation for the Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.

#### Stability and Change

- Feedback (negative or positive) can stabilize or destabilize a system.

### Clarifications and Content Limits

#### Content Clarification:

- Examples should include climate feedbacks, such as:
  - An increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice.
  - Loss of ground vegetation causes an increase in water runoff and soil erosion.
  - Dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion
  - Loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.

#### Assessment Content Limits:

- Students do not need to know:
  - Which specific gases are greenhouse gases
  - Composition of the atmosphere

### Science Vocabulary Students Are Expected to Know

- Glacier, air movement, ocean circulation, longitude, latitude, biosphere, atmospheric circulation, convection cycle, carbon dioxide, climate change, atmosphere, greenhouse gas, geoscience, sea level, mean surface temperature, methane

### Science Vocabulary Students are **Not** Expected to Know

- Electromagnetic radiation, probabilistic, feedback effect, irreversible, temporal, geoengineering, ozone, pollutant, acidification

### Phenomena

#### Some sample phenomena for HS-ESS2-2

- Farming causes the loss of forest in the Amazon. This leads to an increase in erosion and water runoff, which leads to more forest loss.
- Loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.

## Performance Expectation HS-ESS2-3

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

### Dimensions

#### Developing and Using Models

- Develop a model based on evidence to illustrate the relationships between systems or between components of system.

#### ESS2.A: Earth Materials and Systems

- Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.

#### ESS2.B: Plate Tectonics and large-Scale System Interactions

- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as surface expression of mantle convection.

#### PS4.A: Wave Properties

- Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet.

#### Energy and Matter

- Energy drives the cycling of matter within and between systems.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics.
- Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high pressure laboratory environments.

### Science Vocabulary Students Are Expected to Know

- Convection, radioactive, inner/outer core, isotope, magnetic field, mantle, one-dimensional, seismic wave, Geochemical reaction, geoscience, molten rock, Earth's elements, Earth's internal energy sources, geochemical cycle, tectonic uplift

### Science Vocabulary Students are **Not** Expected to Know

- Geoneutrino, primordial heat

### Phenomena

Some sample phenomena for HS-ESS2-3

- The temperature of the water in a hot spring in Iceland is around 100°F. The average air temperature in Iceland is about 52°F.
- In the central valley of California, the temperature at 5 meters below the ground is 2°C warmer than the temperature at the surface. In northern Oregon near Mt. hood, the temperature 5 meters underground is 10°C warmer than the temperature at the surface.

## Performance Expectation 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.

### Dimensions

#### Developing and Using Models

- Use a model to provide mechanistic accounts of phenomena.

#### ESS1.B: Earth and the Solar System

- Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on Earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (secondary)

#### ESS2.A: Earth Materials and Systems

- The geologic record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output of Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of timescales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles.

#### ESS1.D: Weather and Climate

- The foundation for Earth's global climate system is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems and this energy's re-radiation into space.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification:

- Examples of the causes of climate change differ by time scale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of year: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.

#### Assessment Content Limits:

- Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.
- Students do not need to know: chemical mechanisms of fossil fuel combustion or ozone depletion.

### Science Vocabulary Students Are Expected to Know

- Earth's orbit, cyclic, dependent, interdependence, solar radiation, chemical process, solar flare, biosphere, atmospheric circulation, ocean circulation, climatic pattern, carbon dioxide, climate change, sea level, glacier, atmospheric composition, hydrosphere, greenhouse gas, fossil fuel, human impact, combustion, global warming

### Science Vocabulary Students are **Not** Expected to Know

- Acidification, cryosphere

## Phenomena

Some sample phenomena for HS-ESS2-4

- Temperatures were warmer in 1990 than in the 5 previous years. In 1992 and 1993, the global temperatures were 1°F cooler than in 1991. (volcanic eruption of Mount Pinatubo)
- Earth experiences 4 distinct seasons. Venus does not experience distinct seasons. (tilt of planet's axis)

## Performance Expectation HS-ESS2-5

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

### Dimensions

#### Planning and Carrying Out Investigations

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., the number of trials, cost, risk, time) and refine the design accordingly.

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

- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.

#### Structure and Function

- The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide evidence for the connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, and frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

#### Assessment Content Limits:

- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy; transmit sunlight; expand upon freezing; dissolve and transport materials; and lower the viscosities and melting points of rocks

### Science Vocabulary Students Are Expected to Know

- Viscosity, melting point, freezing point, absorption, dissolve, hydrologic cycle, rock cycle, stream transportation, stream deposition, stream table, erosion, soil moisture content, frost wedging, chemical weathering, solubility, mechanical erosion, heat capacity, density, molecular structure, sediment, cohesion, polarity

### Science Vocabulary Students are **Not** Expected to Know

Not available at the time of publication

### Phenomena

Some sample phenomena for HS-ESS2-5

- Granite underlies a soil in southeastern United States. The granite becomes softer with depth and contains pits in the rock (differential weathering of plagioclase feldspar or pyroxene vs. alkali feldspar).

## Performance Expectation HS-ESS2-6

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

### Dimensions

#### Developing and Using Models

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system.

#### ESS2.D: Weather and Climate

- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.

#### Energy and Matter

- The total amount of energy and matter in closed systems is conserved.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.

#### Assessment Content Limits:

- Students do not need to know how to calculate the residence time by dividing the reservoir size by the flow rate, either in or out. They also do not need to know how to calculate the biomass in a given ecosystem.

### Science Vocabulary Students Are Expected to Know

- Concentration, rate of transfer/flow, pathway, input, output, hydrosphere, atmosphere, geosphere, biosphere, ecosystem, terrestrial, marine, reservoir, sink, basin, pool, accumulate, biomass, conservation of mass, equilibrium, balance, sum, respiration, photosynthesis, chemosynthesis, byproduct, molecule, element, hydrocarbon, biota, organic, inorganic, biotic, abiotic, diffusion, decompose, decay, microbe, fungi, bacteria, nutrients, weathering, sediments

### Science Vocabulary Students are **Not** Expected to Know

- Assimilation, residence time, sequestered, facies, orogenic, strata, outgassing, Le Chatelier's Principle

### Phenomena

Some sample phenomena for HS-ESS2-6

- Carbon dating indicates that swamps that formed 300 to 400 million years-ago are the source of most of the coal burned today as fossil fuel.
- Tropical seawater containing large amounts of marine limestone is also found to contain decreased levels of carbon.
- Data indicates that higher levels of atmospheric carbon dioxide increase both carbon's input and release from the soil.

## Performance Expectation HS-ESS2-7

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

### Dimensions

#### Engaging in Argument from Evidence

- Construct an oral and written argument or counter-arguments based on data and evidence.

#### ESS2.D: Weather and Climate

- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.

#### ESS2.E: Biogeology

- The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it.

#### Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and the Earth's systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface.
- Examples include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weatherizing rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.

#### Assessment Content Limits:

- Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

### Science Vocabulary Students Are Expected to Know

- Plate tectonics, rock formation, fossil record, geologic evidence, meteorite, ocean basin, radioactive, rock strata, time scale, continental shelf, crustal deformation, crustal plate movement, fracture zone, tectonic process, convection, atmospheric composition, biosphere, geosphere, groundwater, hydrosphere, igneous rock, metamorphic rock, sedimentary rock, water cycle, Earth's climate, Earth system, landslide, deposition, greenhouse gas, mass wasting, molten rock, surface runoff, evolution, photosynthesis

### Science Vocabulary Students are **Not** Expected to Know

- Ecosystem services, Anthropocene, eutrophication, ecohydrology, geomorphology, heterogeneity

### Phenomena

Some sample phenomena for HS-ESS2-7

- *Eospermatopteris* fossils (first trees) begin to appear in rocks dated 390 million years. Fossils of *Tiktaalik* (four-legged fish), one of the earliest land animals, are found in the rock layers above *Eospermatopteris*.
- The appearance of cyanobacteria is recorded in fossils that formed roughly 3.5 billion years ago. Superior type banded iron formed roughly 1.8 to 2.7 billion years ago. It is characterized by alternating red and gray layers of iron rich minerals and silica rich minerals.

## Performance Expectation 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

#### ESS3.A: Natural Resources

- Resource availability has guided the development of human society.

#### ESS3.B: Natural Hazards

- Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification:

- Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels.
- Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting, and soil erosion), and severe weather (such as hurricanes, floods, and droughts).
- Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

#### Assessment Content Limits:

- Students do not need to know: distribution of specific resources.

### Science Vocabulary Students Are Expected to Know

- Biosphere, geosphere, hydrosphere, atmosphere, renewable, non-renewable, mitigation, economic cost.

### Science Vocabulary Students are **Not** Expected to Know

- biome

### Phenomena

Some sample phenomena for HS-ESS3-1:

- In 2001, 85% of Australians lived within 50 km of the ocean.
- There are large solar power plants in the southern California desert. California solar power had a capacity of 18,296 MW in 2016. In the same year, New York State had a capacity of 927 MW.
- As many as 1.5 million inhabitants of Dhaka, Bangladesh, have moved there from villages near the Bay of Bengal.

## Performance Expectation 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operated today as they did in the past and will continue to do so in the future.

#### LS1.A: Structure and Function

- Systems of specialized cells within organisms help them perform the essential functions of life.
- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

#### Structure and Function

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and the connections of these components in order to solve problems.

### Clarifications and Content Limits

#### Assessment Content Limits:

- Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

### Science Vocabulary Students Are Expected to Know

- Cell, nucleus, chromosome, gene, genetic molecule, protein, DNA, nucleated cell, structure, function, transcription, double helix, adenine, guanine, cytosine, thymine, deoxyribose, phosphate, hydrogen bond, RNA, nucleotide, base

### Science Vocabulary Students are **Not** Expected to Know

- Body tissue, organs, body systems, amino acid, primary, secondary, tertiary protein structure, translation, mRNA, tRNA, ribosome

### Phenomena

#### Some sample phenomena for HS-LS1-1

- Sweat glands cool the body by releasing sweat onto the skin's surface. A protein transports salt to help carry the water to the skin's surface. In some individuals, the salt is not reabsorbed and is left on the skin.
- When a blood vessel is cut, several proteins act to form a blood clot. This blood clot helps to stop the loss of blood from the body. In some individuals, when a blood vessel is cut, a blood clot does not form.
- During cell division, a copy of DNA in the cell is made. Sometimes mistakes are made in the DNA copy that are corrected by specific proteins. In some cells, when those mistakes in the DNA are not corrected, uncontrolled cellular division results.

## Performance Expectation HS-LS1-2

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

### Dimensions

#### Developing and Using Models

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

#### LS1.A: Structure and Function

- Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.

#### Systems and System Models

- Models (e.g., physical, mathematical, and computer models) can be used to simulate systems and interactions- including energy, matter, and information flows- within and between systems at different scales.

### Clarifications and Content Limits

#### Content Clarification:

- Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.

#### Assessment Content Limits:

- Assessment does not include interactions and functions at the molecular or chemical reaction level (e.g., hydrolysis, oxidation, reduction, etc.)
- Assessment does not include mutations in genes that could contribute to modified bodily functions.

### Science Vocabulary Students Are Expected to Know

- Body systems, circulatory, respiratory, digestive, excretory, nervous, immune, integumentary, skeletal, muscle, reproductive, external stimuli, cell, tissue, organ, cellular respiration, structure, function

### Science Vocabulary Students are **Not** Expected to Know

- Synaptic transmission, neuron, neurotransmitter, biofeedback, hormonal signaling

### Phenomena

Some sample phenomena for HS-LS1-2

- After a healthy person eats a large meal, both their blood pressure and heart rate increase.
- The area around a person's skin where a small scab has formed feels warm to the touch.
- Skin surface capillaries dilate when a person feels hot.

## Performance Expectation HS-LS1-3

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

### Dimensions

#### Planning and Carrying Out Investigations

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence. In the design decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number or trials, cost, risk, time), and refine the design accordingly.

#### LS1.A: Structure and Function

- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain aligned and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.

#### Stability and Change

- Feedback (negative or positive) can stabilize or destabilize a system.

### Clarifications and Content Limits

#### Content Clarification:

- Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.

#### Assessment Content Limits:

- Assessment does not include the cellular processes involved in the feedback mechanism.

### Science Vocabulary Students Are Expected to Know

- Equilibrium, steady state, stable state, balanced state, feedback loop, positive feedback mechanism/loop, negative feedback mechanism/loop, stimulus, receptor, biotic factor, abiotic factor, external environment, internal environment, cell, tissue, organ, muscle, nerve, hormone, enzyme, chemical regulator, gland, system, metabolism/metabolic, disturbance, fluctuation, maintenance, concentration, input, output, hibernation, convection, conduction, radiation, evaporation

### Science Vocabulary Students are **Not** Expected to Know

- Effector, osmoregulation, conformer, set point, sensor, circadian rhythm, acclimatization, thermoregulation, endothermic, ectothermic, integumentary system, countercurrent exchange, bioenergetics, basal metabolic rate, standard metabolic rate, torpor, poikilotherm, homeotherm, countercurrent heat exchange.

### Phenomena

Some sample phenomena for HS-LS1-3

- Fruit ripens (positive feedback loop):
  - In nature, a tree or bush will suddenly ripen all of its fruits or vegetables without any visible signal.
- Human blood sugar concentration (negative feedback loop):
  - The liver both stores and produces sugar in response to blood glucose concentration.
  - The pancreas releases either glucagon or insulin in response to blood glucose concentration.

## Performance Expectation HS-LS1-4

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

### Dimensions

#### Developing and Using Models

- Use a model based on evidence to illustrate the relationships between systems or between components of a system.

#### LS1.B: Growth and Development of Organisms

- In multicellular organism, individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism as a single cell (fertilized egg) that divides successfully to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.

#### Systems and System Models

- Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions- including energy, matter, and information flows- within and between systems at different scales.

### Clarifications and Content Limits

#### Content Clarification:

- Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis

#### Assessment Content Limits:

- Students do not need to know: specific stages of mitosis (Interphase, G1 phase, S phase, G2 phase, prophase, metaphase, anaphase, telophase, cytokinesis)

### Science Vocabulary Students Are Expected to Know

- Multicellular organism, tissue, organ, nucleus, chromosome, sister chromatids, sperm cell, egg cell, fertilize, genome, gene, differential gene expression, cellular differentiation, cellular division, cytoplasm, daughter cell, parent cell, somatic cell, cell cycle, homologous, haploid, diploid, protein, DNA, mitosis, meiosis

### Science Vocabulary Students are **Not** Expected to Know

- Interphase, G1 phase, S phase, G2 phase, prophase, metaphase, anaphase, telophase, cytokinesis, spindle, metaphase plate, cleavage furrow, chromatin modification, transcription regulation initiation, enhancers, transcription factors, post-transcriptional regulation; noncoding RNAs, cytoplasmic determinants, inductive signals, chiasmata, kinetochore, microtubule

### Phenomena

Some sample phenomena for HS-LS1-4

- Genomic sequencing of a parent cell and one of its daughter cells reveals that both have the same genetic makeup.
- At the end of an hour, approximately 30,000 skin cells were shed by a person, but a loss of mass was not noticeable.
- Ears and noses can be grown from stem cells in a laboratory.

## Performance Expectation HS-LS1-5

Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

### Dimensions

#### Developing and Using Models

- Use a model based on evidence to illustrate the relationship between systems or between components of a system.

#### LS1.C: Organization for Matter and Energy Flow in Organisms

- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.

#### Energy and Matter

- Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms.
- Examples of models could include diagrams, chemical equations, and conceptual models.

#### Assessment Content Limits

Assessment does not include specific biochemical steps or cell signaling pathways.

### Science Vocabulary Students Are Expected to Know

- Bond, chemical equation, organic, hydrocarbon, net transfer, chloroplast, chlorophyll, cytoplasm, mitochondria, vacuole, nucleus, protein, ATP, amino acid, photosynthesis, cellular respiration, energy flow, autotroph(s), heterotroph(s), algae, carbon dioxide, glucose, energy

### Science Vocabulary Students are **Not** Expected to Know

- Thylakoid, NADP(H<sup>+</sup>), Calvin cycle, carbon fixation, redox reactions, electron transport chain, oxidative phosphorylation, photoautotroph(s), mesophyll, stomata, stroma, thylakoids, thylakoid membrane, light reactions, carotenoids, cytochrome complex, C<sub>3</sub> plants, C<sub>4</sub> plants

### Phenomena

Some sample phenomena for HS-LS1-5

- A maple tree in Washington state survives in the winter after losing all of its leaves.
- The waters of the Laguna Grande lagoon in Puerto Rico gives off a bluish green glow at night when disturbed.
- In a parking lot in the city of Bordeaux, France a tank filled with algae produces a green light.

## Performance Expectation HS-LS1-6

Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

#### LS1.C: Organization for Matter and Energy Flow in Organisms

- Sugar molecules formed contain carbon, hydrogen, and oxygen. Their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used, for example, to form new cells.
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.

#### Energy and Matter

- Changes of energy and matter in a system can be described as energy and matter flowing into, out of, and within that system.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on using evidence from models and simulations to support explanations.

#### Assessment Content Limits:

- Assessment does not include the details of the specific chemical reactions or identification of macromolecules.
- Students do not need to know: specific biochemical pathways and processes, specific enzymes, oxidation-reduction.

### Science Vocabulary Students Are Expected to Know

- Sugar, carbon, hydrogen, oxygen, hydrocarbon, carbohydrate, amino acid, protein, nucleic acid, DNA, ATP, lipid, fatty acid, food, ingestion, burn, product, conserve, react, reactant, chemical reaction, molecule, bond, rearrangement, stable, chemical reaction, matter, energy, open system

### Science Vocabulary Students are **Not** Expected to Know

- Endothermic reaction, exothermic reaction, aerobic respiration, cellular respiration, oxidation, reduction, oxidation-reduction reaction, glycolysis, citric acid cycle, electron transport chain

### Phenomena

Some sample phenomena for HS-LS1-6:

- Hagfish produce and are covered in a thick layer of protective slime.
- The female silk moth, releases a pheromone that is sensed by the male's feather-like antennae, including his excited fluttering behavior.
- The bombardier beetle releases a boiling, noxious, pungent spray that can repel potential predators.

## Performance Expectation HS-LS1-7

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and bonds in new compounds are formed, resulting in a net transfer of energy.

### Dimensions

#### Developing and Using Models

- Use a model based on evidence to illustrate the relationships between systems or between components of a system.

#### LS1.C: Organization for Matter and Energy Flow in Organisms

- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
- As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.

#### Energy and Matter

- Energy cannot be created or destroyed- it only moves between one place and another, between objects and/or fields, or between systems.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.

#### Assessment Content Limits:

- Students aren't expected to identify the steps or specific processes involved in cellular respiration.
- Assessment does not include mechanisms of cellular respiration (enzymatic activity, oxidation, molecular gradients, etc.).
- Students do not need to know: enzymes, ATP synthase, metabolism, biochemical pathways, redox reactions, molecular transport.

### Science Vocabulary Students Are Expected to Know

- Molecules, oxygen, reaction, cellular, respiration, energy, carbon dioxide, water, sugar, glucose, including chemical formula), ATP, chemical bonds, energy transfer, glycolysis, photosynthesis, enzymes, mitochondria, cytosol, cytoplasm, nitrogen, adenine, phosphate, amino acid.

### Science Vocabulary Students are **Not** Expected to Know

- Biochemical, fatty acid, oxidizing agent, electron acceptor, biosynthesis, locomotion, phosphorylation, electron transport chain, chemiosmosis, pyruvate, pentose

### Phenomena

Some sample phenomena for HS-LS1-7:

- A young plant is grown in a bowl of sugar water. As it grows, the amount of sugar in the water decreases.
- A bacterial colony in a petri dish is continually provided with sugar water. Over the course of a few days, the bacteria grow larger. When sugar water is no longer provided, the colonies shrink and some disappear.

## Performance Expectation HS-LS2-1

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

### Dimensions

#### Using Mathematical and Computational Thinking

- Use mathematical and/or computational representations of phenomena or design solutions to support explanations.

#### LS2.A: Interdependent Relationships in Ecosystems

- Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from challenges such as predation, competition and disease. Organisms would have the capacity to produce populations of greater size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

#### Scale, Proportion, and Quantity

- The significance of a phenomenon is dependent on the scale, proportion, and quantity involved.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors, including boundaries, resources, climate, and competition.
- Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
- Examples of mathematical representations include finding the average, determining trends, and using graphic comparisons of multiple sets of data.

#### Assessment Content Limits:

- Assessment does not include deriving mathematical equations to make comparisons.
- Students do not need to know: Calculus/advanced mathematics (e.g., exponential growth and decay).

### Science Vocabulary Students Are Expected to Know

- Predation, resilient, abundance, carrying capacity, interdependent, disturbance, equilibrium of ecosystems, finite, fluctuation, stable, biotic, abiotic, climate change, invasive species, sustain, anthropogenic, overexploitation, urbanization, population, emigrants, immigrants, birth(s), death(s), exponential, generation, rebounding, limiting resources, logistic, competition, negative feedback, population control.

### Science Vocabulary Students are **Not** Expected to Know

- Dispersion, demography, survivorship curve (J or S), reproductive table, semelparity, iteroparity, metapopulation, demographic transition, resource partitioning, Shannon diversity, biomanipulation, density dependent selection (K-selection), density independent selection (r selection), intrinsic factors

### Phenomena

Some sample phenomena for HS-LS2-1

- On Ngorogoro Crater in Tanzania in 1963, a scientist sees that there are much fewer lions than there were on previous visits.
- In Washington State, more harbor seals are present today than in the past.

## Performance Expectation 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.

### Dimensions

#### Using Mathematical and Computational Thinking

- Use mathematical and/or computational representations of phenomena or design solutions to support explanations.

#### LS2.A: Interdependent Relationships in Ecosystems

- Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from challenges such as predation, competition and disease. Organisms would have the capacity to produce populations of greater size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

#### LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient) as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.

#### Scale, Proportion, and Quantity

- Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale.

### Clarifications and Content Limits

#### Content Clarification

- Examples of mathematical representations include finding the average, determining trends, and using graphic comparisons of multiple sets of data.

#### Assessment Content Limits:

- Assessment is limited to provided data.
- Students do not need to know: Calculus/advanced mathematics (e.g., exponential growth and decay).

### Science Vocabulary Students Are Expected to Know

- Carrying capacity, anthropogenic changes, trends, abundance, resilient, invasive species, overexploitation, climate change, biodiversity, extinction, pollution, demographic, population, pyramid, deforestation, habitat fragmentation, sustainable, invasive species, abiotic factor, biotic factor, species richness, symbiosis, niche, fragile ecosystem, biodiversity index, zero population growth, density, dispersion, immigration, emigration, limiting factor, birth, death, disease.

### Science Vocabulary Students are **Not** Expected to Know

- Water regime, direct driver, eutrophication, species evenness, range of tolerance, realized niche, niche generalist, niche specialist, edge habitat, endemic species, logistic growth model, exponential population growth, mark-recapture method, territoriality, demography, cohort, survivorship curve, reproductive table, life history, semelparity, iteroparity, K-selection, r-selection, dieback

## Phenomena

Some sample phenomena for HS-LS2-2

- After brown tree snakes were accidentally introduced to Guam in the 1950's, 11 native bird species went extinct.
- When European settlers decreased the wolf population for safety, deer populations thrived and overconsumed native plant species.
- California's Central Valley can support fewer water fowl in the winter during drought.

## Performance Expectation HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, and peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

#### LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for the processes.

#### Energy and Matter

- Energy drives the cycling of matter within and between systems.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.
- Emphasis is on conceptual understanding that the supply of energy and matter restricts a system's operation; for example, without inputs of energy (sunlight) and matter (carbon dioxide and water), a plant cannot grow.

#### Assessment Content Limits:

- Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.
- Students do not need to know: lactic acid vs. alcoholic fermentation, chemical equations for photosynthesis, cellular respiration, or fermentation.

### Science Vocabulary Students Are Expected to Know

- Energy flow, organic compound synthesis, reaction, chemical processes/chemical reaction, carbon dioxide, molecule, photosynthesis, cellular respiration, compound, flow of matter, net transfer, biomass, carbon cycle, solar energy, derive, transform matter/energy

### Science Vocabulary Students are **Not** Expected to Know

- Lactic acid fermentation, alcoholic fermentation, glycolysis, Krebs cycle, electron transport chain

### Phenomena

Some sample phenomena for HS-LS2-3

- After running for a long period of time, human muscles develop soreness and a burning sensation, and breathing rate increases.
- Bread baked with yeast looks and tastes differently than bread that is baked without yeast.
- A plant that is watered too much will have soft, brown patches on their leaves and will fail to grow.

## Performance Expectation HS-LS2-4

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

### Dimensions

#### Using Mathematical and Computational Thinking

- Use mathematical representations of phenomena, or design solutions to support claims.

#### LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.

#### Energy and Matter

- Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another, and that matter and energy are conserved as matter cycles and energy flows through ecosystems.
- Emphasis is on atoms and molecules—such as carbon, oxygen, hydrogen, and nitrogen—being conserved as they move through an ecosystem.

#### Assessment Content Limits:

- Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.
- Students do not need to know: the specific biochemical mechanisms or thermodynamics of cellular respiration to produce ATP or of photosynthesis to convert sunlight energy into glucose.

### Science Vocabulary Students Are Expected to Know

- Atoms, molecules, chemical equation/process/reaction, interdependent, nutrient, photosynthesis, cellular respiration, flow of matter, hydrocarbon, food web, transfer system, equilibrium of ecosystems, decomposer, producer, energy requirements of living systems, adenine triphosphate (ATP), solar energy, predator-prey relationship, trophic level

### Science Vocabulary Students are **Not** Expected to Know

- Detritivore, denitrification, thermodynamics, nitrogen fixation, biogeochemical cycle, biomass, anaerobic process.

### Phenomena

Some sample phenomena for HS-LS2-4

- In the 6,000-hectare rainforest of San Lorenzo, Panama, there are 312 arthropods for every animal, including humans.
- In Silver Springs, Florida, the biomass of plants is 809 g/m<sup>2</sup>, while the biomass of large fish is 5 g/m<sup>2</sup>.

## Performance Expectation 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.

### Dimensions

#### Developing and Using Models

- Develop a model based on evidence to illustrate the relationships between systems or components of a system.

#### LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans and geosphere through chemical, physical, geological, and biological processes.

#### PS3.D: Energy in Chemical Processes

- The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis. (secondary)

#### Systems and System Models

- Models (e.g., physical, mathematical, or computer models) can be used to simulate systems and interactions- including energy, matter, and information flows- within and between systems at different scales.

### Clarifications and Content Limits

#### Content Clarification

- Examples of models could include simulations and mathematical models.

#### Assessment Content Limits:

- Assessment does not include the specific chemical steps of photosynthesis and respiration.

### Science Vocabulary Students Are Expected to Know

- Plant, environment, human, recycle, ecosystem, biosphere, atmosphere, hydrosphere, geosphere, consumer cycle, food web, matter, photosynthetic plants, plant matter, product, transform, organism, chemical, conservation, convert, store, decomposer, react, producer, carbon, carbon dioxide, chemical process, photosynthesis, cellular respiration, hydrocarbon, microbes, methane

### Science Vocabulary Students are **Not** Expected to Know

- Endothermic reaction, exothermic reaction, free energy, ATP, hydrolysis, oxidation

### Phenomena

Some sample phenomena for HS-LS2-5:

- A piece of coal preserving a fossil leaf imprint is burned within the furnace of a coal-fired electrical power plant. Smoke generated from the fire escapes out of a smoke stack.
- Several acres of trees are cut down and burned, generating clouds of smoke.

## Performance Expectation HS-LS2-6

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

### Dimensions

#### Engaging in Argument from Evidence

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.

#### LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.

#### Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable.

### Clarifications and Content Limits

#### Content Clarification

- Examples of changes in ecosystem conditions could include modest biological or physical changes-such as moderate hunting or a seasonal flood-and extreme changes, such as volcanic eruption or sea-level rise.
- To show full comprehension of the PE, the student must demonstrate an understanding that, in a stable ecosystem, the average activity by the nutrients, decomposers, producers, primary consumers, secondary consumers, and tertiary consumers remains relatively consistent. When each of these levels has high levels of diversity, the ecosystem is stable because the group as a whole is better able to respond to pressures. However, even a healthy, diverse ecosystem is subject to extreme changes when faces with enough pressure.

#### Assessment Content Limits:

- Assessment does not include Hardy-Weinberg equilibrium calculations.

### Science Vocabulary Students Are Expected to Know

- Ecosystem, environment, biosphere, biodiversity, photosynthesis, carbon cycle, carbon dioxide, water cycle, nitrogen cycle, organism, producer, consumer, decomposer, disturbance, fluctuation, consistent, stable, equilibrium, force, species, conditions, emergence, extinction, resilience, resources, habitat, niche, native, non-native, invasive, storm, fire, flood, overgrazing, human impact, succession, primary succession, secondary succession.

### Science Vocabulary Students are **Not** Expected to Know

- Genetic drift, founder effect, Hardy-Weinberg, intermediate disturbance hypothesis, species-area curve

### Phenomena

Some sample phenomena for HS-LS2-6

- The populations of rabbits and deer in the Florida Everglades significantly decreased with the introduction of the Burmese Python.
- Biodiversity of an area of the Amazon rainforest is affected differently in sustainable and non-sustainable lumber farms.

## Performance Expectation HS-LS2-7

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

### Dimensions

#### Constructing Explanations and Designing Solutions

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

#### LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- Moreover, anthropogenic changes (induced by human activity) in the environment-including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change-can disrupt an ecosystem and threaten the survival of some species.

#### LS4.D: Biodiversity and Humans

- Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (secondary)

#### ETS1.B: Developing Possible Solutions

- When evaluating solutions, it is important to take into account a range of constraints including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (secondary)

#### Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable.

### Clarifications and Content Limits

#### Content Clarification

- Examples of human activities can include urbanization, building dams, and dissemination of invasive species.

#### Assessment Content Limits:

- Assessment does not include physical equations describing mechanics of solutions or mechanics of engineered structures.
- Students do not need to know: quantitative statistical analysis, specific conditions required for failure, specifics of constructing the solution.

### Science Vocabulary Students Are Expected to Know

- Carrying capacity, ecosystems, climate, competition, population, biodiversity, atoms, molecules, compounds, carbon, oxygen, hydrogen, nitrogen, conservation of energy, conservation of matter, photosynthesis, biosphere, atmosphere, hydrosphere, geosphere, seasonal changes, urbanization, conservation biology, endangered species, threatened species, introduced species, overharvesting, extinction, carbon dioxide, greenhouse effect, climate, carbon footprint

### Science Vocabulary Students are **Not** Expected to Know

- Biomass, trophic level, laws of thermodynamics, Hardy-Weinberg equilibrium, Lotka-Volterra equations, allelopathy, density-dependent population regulation, extinction vortex, minimum viable population (MVP), effective population size, movement corridor, biodiversity hot spot, zoned reserve, critical load, biological magnification, assisted migration, sustainable development

### Phenomena

Some sample phenomena for HS-LS2-7

- The spread of cities through urbanization has destroyed wildlife habitats across the planet.
- Air pollution from driving cars has made the air unsafe to breathe in many areas.

## Performance Expectation HS-LS2-8

Evaluate the evidence for the role of group behavior on individual and species' changes to survive and reproduce.

### Dimensions

#### Engaging in Argument from Evidence

- Evaluate the evidence behind currently accepted explanations to determine the merits of arguments.

#### LS2.D: Social Interactions and Group Behavior

- Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence.
- Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

#### Assessment Content Limits:

- Students do not need to know:
  - How to develop or analyze computer simulations and mathematical models that emulate the flocking behavior of animals.
  - Individual genes or complex gene interactions determining individual animal behavior.

### Science Vocabulary Students Are Expected to Know

- Behavior, behavioral ecology, group behavior, cooperative behavior, flocking, schooling, herding, hunting, migrating, swarming, altruism, survival, reproduce, environmental stimuli, circadian clock, resource availability, communication, foraging, optimal foraging model, energy costs and benefits, competition, predator, mutual protection, packs, collective animal behavior

### Science Vocabulary Students are **Not** Expected to Know

- Fixed action pattern, pheromones, innate behavior, learning, imprinting, spatial learning, social learning, associative learning, cognition, game theory, agonistic behavior, mating behavior, mating systems, parental care, mate choice, male competition for mates, reciprocal altruism, shoaling

### Phenomena

Some sample phenomena for HS-LS2-8

- Several hundred naked mole rats are observed living together in a colony. However, only one large naked mole rat is observed reproducing, while the others in the colony bring her food.
- A certain species of short-horned grasshoppers changes color, band together, and fly over several square kilometers over a period of a few weeks.

## Performance Expectation 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.

### Dimensions

#### Asking Questions and Defining Problems

- Ask questions that arise from examining models or a theory to clarify relationships

#### LS1.A: Structure and Function

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (secondary)

#### LS3.A: Inheritance of Traits

- Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- All cells in an organism have identical DNA but certain genes are expressed in specific cells, causing cell differentiation.
- At this level, the study of inheritance is restricted to Mendelian genetics, including dominance, co-dominance, incomplete dominance, and sex-linked traits.
- Focus is on expression of traits on the organism level and should not be restricted to protein production.

#### Assessment Content Limits:

- Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.
- Assessment does not include mutations or species-level genetic variation including Hardy-Weinberg equilibrium

### Science Vocabulary Students Are Expected to Know

- Genome, genotype, phenotype, transcription, translation, mitosis, meiosis, zygote, fertilization, dominant, recessive, codominance, incomplete dominance, sex-linked, allele, Punnett square, sequencing, protein, pedigree, parent generation, F1, F2, haploid, diploid, replication

### Science Vocabulary Students are **Not** Expected to Know

- Epigenetics, interphase, prophase, metaphase, anaphase, telophase, cytokinesis, epistasis

### Phenomena

#### Some sample phenomena for HS-LS3-1

- DNA sequencing shows that all people have the gene for lactase production, but only about 30% of adults can digest milk.
- Albinism exists in all mammals.
- E. coli bacteria are healthful in mammalian intestines, but makes mammals sick when ingested.

## Performance Expectation 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.

### Dimensions

#### Engaging in Argument from Evidence

- Make and defend a claim based on evidence about the natural world that reflects scientific knowledge and student-generated knowledge.

#### LS3.B: Variation of Traits

- In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
- Environmental factors also affect expression of traits, and hence, they affect the probability of occurrences of traits in a population. Thus, the variation and distribution of traits observed depends on both genetic and environmental factors.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on using data to support arguments for the way variation occurs.
- Inheritable traits should be traits that can be passed down through more than one generation.
- Inheritable traits for this PE do not include dominant/recessive traits.
- Examples of evidence for new genetic combinations and viable errors can include:
  - Karyotype comparison between parents and children;
  - DNA sequence comparison

#### Assessment Content Limits:

- Assessment does not include assessing meiosis or the biochemical mechanism of specific steps in the process.
- Students do not need to know: bioinformatics, specific genetic disorders

### Science Vocabulary Students Are Expected to Know

- Genetic, fertilizer, specialized, amino acid, amino acid sequence, DNA, tissue, enzyme, protein synthesis, chromosome, egg, egg cell, sperm, sperm cell, dominant trait, recessive trait, recombination, sex cell, sex chromosome, sex-linked trait, meiosis, mitosis, mutation, advantageous, expressions, base pairs, genome, UV radiation, triplet codon, insertion, deletion, frameshift, substitution, somatic, epigenetic

### Science Vocabulary Students are **Not** Expected to Know

- Polyploidy, single nucleotide polymorphisms (SNPs), conjugation, DNA polymerase, mutagenic, chromosomal translocation, missense, nonsense, nongenic region, tautomerism, depurination, deamination, slipped-strand mispairing, Sheik disorder, prion, epidemiology

## Phenomena

Some sample phenomena for HS-LS2-8

- Drug-resistant tuberculosis

## Performance Expectation HS-LS3-3

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

### Dimensions

#### Analyzing and Interpreting Data

- Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.

#### LS3.B: Variation of Traits

- Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus, the variation and distribution of traits observed depends on both genetic and environmental factors.

#### Scale, Proportion and Quantity

- Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits.
- Sensitivity and precaution should be used around the use of both lethal recessive and dominant human traits (i.e., Huntington's, achondroplasia, Tay-Sachs, cystic fibrosis).

#### Assessment Content Limits:

- Assessment is limited to basic statistical and graphical analysis.
- Assessment does not include Hardy-Weinberg calculations ( $p^2 + 2pq + q^2 = 1$  or  $p + q = 1$ ).
- Students do not need to know: pleiotropy, meiosis, specific names of genetic disorders.

### Science Vocabulary Students Are Expected to Know

- Character, trait, heredity, gene, allele, dominant, recessive, homozygous, heterozygous, phenotype, genotype, P generation, F1 generation, F2 generation, Punnett square, probability, complete dominance, incomplete dominance, codominance, pedigree, carrier, fertilization, sex linked traits, gamete, Mendelian genetics, zygote, haploid, diploid, epistasis

### Science Vocabulary Students are **Not** Expected to Know

- Test-cross, monohybrid, dihybrid, law of independent assortment, law of segregation, pleiotropy, norm of reaction, multifactorial, Barr Body, genetic recombination, latent allele

### Phenomena

Some sample phenomena for HS-LS3-3

- Hydrangea flowers of the same genetic variety range in color from blue-violet to pink, with the shade and intensity of color depending on the acidity and aluminum content of the soil.
- When two purple heterozygous dominant flower plants are crossed, both purple and white flowers are produced. When two orange-colored tigers are bred, both orange and white tigers are produced.

## Performance Expectation HS-LS4-1

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical data.

### Dimensions

#### Obtaining, Evaluating, and Communicating Information

- Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

#### LS4.A: Evidence of Common Ancestry and Diversity

- Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.

#### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution.
- Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

#### Assessment Content Limits:

- Students do not need to know: specific genetic mutations, specific genetic disorders, specific proteins, Occam's razor (maximum parsimony), formation of orthologous and paralogous genes, molecular clock, Neutral theory

### Science Vocabulary Students Are Expected to Know

- Amino acids, cladogram, common ancestry, comparative anatomy, DNA sequencing, electrophoresis, embryology, evolution, fossil record, gene flow, genetic drift, genetic sequencing, genetic variation, genome, heritable traits, phenotype, molecular, mutation, natural selection, nucleotides, sedimentary layers, species, descent with modification, homologous structures, evolutionary tree, analogous structures

### Science Vocabulary Students are **Not** Expected to Know

- Phylogenetic, phylogeny, phylogenetic tree, taxonomy, cladistics, vestigial structures, convergent evolution, analogous, Pangea, endemic, phylocode, sister taxa, basal taxon, polytomy, homoplasy, molecular systematics, monophyletic, paraphyletic, polyphyletic, maximum parsimony, maximum likelihood, orthologous genes, paralogous genes, horizontal gene transfer

### Phenomena

Some sample phenomena for HS-LS4-1

- Hermit crabs live in shells, like oysters, but look like crabs. Provide evidence classifying hermit crabs either as mollusks (like oysters) or arachnids (like crabs).
- Fossil records of an extinct hooved animal show a thickened knob of bone in its middle ear. This structure is also found in modern whales and helps them hear underwater.

## Performance Expectation 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, and peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

#### LS4.B: Natural Selection

- Natural selection occurs only if there is both (1) genetic variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to difference in performance among individuals.

#### LS4.C: Adaptation

- Evolution is a consequence of the interactions of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on using evidence to explain the influence each of the four factors has on the number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species.
- Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.

#### Assessment Content Limits:

- Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.
- Students do not need to know: Hardy-Weinberg equation.

### Science Vocabulary Students Are Expected to Know

- Adaptation, beneficial change, detrimental change, distribution, emergence, evolution, frequency, gene, natural selection, biotic, abiotic, advantageous, diverge, heritable, genetic variation, mutation, proliferation, sexual reproduction, bottleneck effect, island effect, geographic isolation, founder effect, recombination

### Science Vocabulary Students are **Not** Expected to Know

- Hardy-Weinberg equilibrium, biotechnology, relative fitness, directional selection, disruptive selection, stabilizing selection, heterozygote advantage, frequency-dependent selection, prezygotic. Barriers, postzygotic barriers

## Phenomena

Phenomena will probably need to be augmented by actual data or multiple sources.

Some sample phenomena for HS-LS4-2:

- Cane toads introduced to Australia in the 1930s have evolved to be bigger, more active, and have longer legs.
- A butterfly parasite found on the Samoan Islands destroyed the male embryos of blue moon butterflies, decreasing the male population to only 1%. After a year, males had rebounded to 40% of the population.

## Performance Expectation HS-LS4-3

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

### Dimensions

#### Analyzing and Interpreting Data

- Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.

#### LS4.B: Natural Selection

- Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information- that is, trait variation- that leads to difference in performance among individuals.
- The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.

#### LS4.C: Adaptation

- Natural selection leads to adaptation that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. The differential survival and reproduction of organisms in a population that have an advantageous heritable trait lead to an increase in the proportion of individuals in future generations that have the trait and to decrease the proportion of individuals that do not.
- Adaptation also means that the distribution of traits in a population can change when conditions change.

#### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

## Clarifications and Content Limits

### Content Clarification

- Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.

### Assessment Content Limits:

- Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.
- Students do not need to know: sexual selection, kin selection, artificial selection, frequency-dependent selection.

## Science Vocabulary Students Are Expected to Know

- Fitness, trait, heritability, gene, allele, variation, adaptation, natural selection, directional selection, diversifying (disruptional selection), stabilizing selection, mean, standard deviation, vestigial structure

## Science Vocabulary Students are **Not** Expected to Know

- Hemizygous, aneuploidy, intragenomic conflict, sexual dimorphism, balanced polymorphism, apostatic selection

## Phenomena

Some sample phenomena for HS-LS4-3

- Green Treefrogs (*Hyla versicolor*) are abundant in the wetlands of Florida where no Gray Treefrogs (*Hyla cinera*) are observed. In the wooded areas of New York, only Gray Treefrogs are observed.
- In the Amazon rainforest, a kapok tree (*Ceiba pentandra*) measures 200 feet in height, approximately 30 feet above the rest of the canopy.
- A population of fish *Poecilia mexicana* lives in the murky hydrogen-sulfide (H<sub>2</sub>S)-rich waters in southern Mexico that would kill the same species of fish living in clear freshwaters only 10 km away.

## Performance Expectation HS-LS4-4

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

### Dimensions

#### Constructing Explanations and Designing Solutions

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

#### LS4.C: Adaptation

- Natural selection leads to adaptation; that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. The differential survival and reproduction of organisms in a population that has an advantageous, heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in proportion of individuals that do not.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

#### Assessment Content Limits:

- Assessment does not include the Hardy-Weinberg equation.

### Science Vocabulary Students Are Expected to Know

- Adaptation, beneficial change, detrimental change, distribution, emergence, evolution, frequency, gene, natural selection, biotic, abiotic, advantageous, diverge, heritable, genetic variation, mutation, proliferation, sexual reproduction, bottleneck effect, island effect, geographic isolation, gene flow, genetic drift, founder effect

### Science Vocabulary Students are **Not** Expected to Know

- Hardy-Weinberg Equilibrium, biotechnology, relative fitness, directional selection, disruptive selection, stabilizing selection, heterozygote advantage, frequency-dependent selection, prezygotic barriers, postzygotic barriers.

### Phenomena

Some sample phenomena for HS-LS4-4:

- Following a four-year drought in California, field mustard plants are found to flower earlier in the season.
- A new antibiotic is discovered. Within ten years, many bacterial diseases that were previously treated by the antibiotic no longer respond to treatment (e.g., MRSA).

## Performance Expectation HS-LS4-5

Evaluate the evidence supporting the 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.

### Dimensions

#### Engaging in Argument from Evidence

- Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments.

#### LS4.C: Adaptation

- Changes in the physical environment, whether naturally occurring or human induces, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline - and sometimes extinction - of some species.
- Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

#### Assessment Content Limits:

- Students do not need to know the Hardy-Weinberg equation.

### Science Vocabulary Students Are Expected to Know

- Adaptation, beneficial change, detrimental change, distribution, emergence, evolution, frequency, gene, natural selection, biotic, abiotic, advantageous, diverge, heritable, genetic variation, mutation, proliferation, sexual reproduction, bottleneck effect, island effect, geographic isolation, gene flow, founder effect, recombination, microevolution, gene pool, speciation, hybrid, population

### Science Vocabulary Students are **Not** Expected to Know

- Hardy-Weinberg Equilibrium, biotechnology, relative fitness, directional selection, disruptive selection, stabilizing selection, heterozygote advantage, frequency-dependent selection, prezygotic barriers, postzygotic barriers, average heterozygosity, cline, sexual selection, sexual dimorphism, intrasexual selection, intersexual selection, neutral variation, balancing selection

### Phenomena

Some sample phenomena for HS-LS4-5:

- The population of Greater Prairie Chickens in Illinois decreased from millions of birds in the 1800s to fewer than 50 birds in 1993.
- In 1681 the dodo bird went extinct due to hunting and introduction of invasive species.
- Climate change has led to a decrease in the health and quantity of coral reefs world-wide, which also affect species that depend on the reef habitat.

## Performance Expectation HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

### Dimensions

#### Using Mathematics and Computational Thinking

- Create or revise a simulation of a phenomenon, designed device, process, or system.

#### LS4.C: Adaptation

- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline – and sometimes the extinction – of some species.

#### LS4.D: Biodiversity and Humans

- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus, sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.

#### ETS1.B: Developing Possible Solutions

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts (secondary).
- Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical, and in making a persuasive presentation to a client about how a given design will meet his or her needs. (secondary)

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.
- The simulation should model the effect of human activity and provide quantitative information about the effect of solutions on threatened or endangered species or to genetic variation within a species.

#### Assessment Content Limits:

- Students do not need to know calculus/advanced mathematics (e.g., exponential growth and decay)

#### Science Vocabulary Students Are Expected to Know

- Climate change, genetic variation, invasive species, adverse, anthropogenic, efficient, overexploitation, urbanization, acidification, deforestation, carbon dioxide, concentration, radiation, greenhouse gas, surface runoff, civilization, consumption, mass wasting, urban development, per-capita, degradation, pollutant, best practice, cost-benefit, extract, harvesting of resources, regulation

#### Science Vocabulary Students are **Not** Expected to Know

- Oligotrophic and eutrophic lakes/eutrophication, littoral zone, exponential population growth, logistic population growth, ecological footprint, ecosystem services, extinction vortex, minimum viable population, effective population size, critical load

## Phenomena

Some sample phenomena for HS-LS4-6:

- The habitat of the Florida Panther is only 5% of its former range, causing the species to become endangered.
- The population of Atlantic Bluefin Tuna has declined by more than 80% since 1970 due to overfishing.
- In the past 120 years, about eighty percent of suitable orangutan habitat in Indonesia has been lost from expansion of oil palm plantations. At the same time, the estimated number of orangutans on Borneo, an island in Indonesia, has declined from about 230,000 to about 54,000.

## Performance Expectation 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.

### Dimensions

#### Developing and Using Models

- Use a model to predict the relationships between systems or between components of a system.

#### PS1.A: Structure and Properties of Matter

- Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.

#### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

### Clarifications and Content Limits

#### Content Clarification

- Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.

#### Assessment Content Limits:

- Assessment is limited to main group elements.
- Assessment does not include quantitative understanding of ionization energy beyond relative trends.
- Students do not need to know: properties of individual elements, names of groups, anomalous electron configurations (chromium and copper)

### Science Vocabulary Students Are Expected to Know

- Proton, electron, neutron, valence shell, filled shell, ion, cation, anion, solid, liquid, gas, metal, nonmetal, metalloid, group, period, family, atom, molecule, matter, elements, states of matter, pure substance, physical property, chemical property, atomic number, atomic symbol, atomic weight, chemical formula, ionic bond, covalent bond, s, p, d, f orbitals, electron configuration, core electrons, nucleus, single, double, triple bond(s), molar mass, atomic radius, melting point, boiling point, electronegativity

### Science Vocabulary Students are **Not** Expected to Know

- Oxidation state, diatomic, polyatomic ions, empirical formulas, molecular formulas, quantum, photon, Heisenberg Uncertainty Principle, Hund's Rule, Pauli Exclusion Principle.

### Phenomena

Some sample phenomena for HS-PS1-1:

- Balloons are filled with helium gas instead of hydrogen gas.
- Scientists work with silicate substrates in chambers filled with Argon instead of air.
- Diamond, graphene, and fullerene are different molecules/materials that are only made of carbon.

## Performance Expectation HS-PS1-2

Construct and revise 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

#### PS1.A: Structure and Properties of Matter

- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.

#### PS1.B: Chemical Reactions

- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

#### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

### Clarifications and Content Limits

#### Content Clarification

- Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.

#### Assessment Content Limits:

- Assessment is limited to chemical reactions involving main group elements and combustion reactions.

### Science Vocabulary Students Are Expected to Know

- Molecule, carbon dioxide, reversible, atomic weight, chemical bond, electron sharing, ion, outer electron state, energy level, electron transfer, chemical properties, carbon, concentration, equilibrium, endo/exothermic reaction, stable, proton, neutron, electron, combustion, yield(s), reactant, product, mass, solid, liquid, gas, flammability, element, compound, chemical reaction, octet

### Science Vocabulary Students are **Not** Expected to Know

- Molecular orbital diagram, multiplicity, antibonding orbitals, rearrangement, by-product, oxidation-reduction reaction, decomposition, single replacement reaction, double replacement reaction, synthesis reaction, precipitate

### Phenomena

Some sample phenomena for HS-PS1-2:

- A coal oven without proper ventilation produces billows of dark smoke.
- Two metals are placed in water. One bubbles and fizzes, while the other gives off a yellow flame and white smoke.
- Carlsbad Caverns is a large cave in New Mexico. Inside, large pointy structures appear to be growing from the ceiling.
- A shiny metallic solid is combined with a green gas, resulting in a white crystalline solid.

## Performance Expectation HS-PS1-3

Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

### Dimensions

#### Planning and Carrying Out Investigations

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design; decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.

#### PS1.A: Structure and Properties of Matter

- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.

#### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on understanding the strength of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole).
- Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite).
- Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.

#### Assessment Content Limits:

- Assessment does not include Raoult's law, nor calculations of vapor pressure.

### Science Vocabulary Students Are Expected to Know

- Nucleus, proton, electron, neutron, electron cloud, intramolecular force, covalent bond/molecule, ionic bond/compound, intermolecular force/attraction, electrostatic force/attraction, electronegativity, electron distribution, polar/polarity, temporary polarity, permanent polarity, polarize, surface area, atomic radius, atomic/molecular weight/mass, solute, solvent, dissolve

### Science Vocabulary Students are **Not** Expected to Know

- Dipole, induced dipole, dipole moment, delta, coulomb's law, dipole-dipole, London forces, Van der Waals forces, ion-dipole, hydrogen bonding, pi-electron cloud, pi stacking, colligative properties, electron shielding

### Phenomena

Some sample phenomena for HS-PS1-3:

- Two neighbors apply different salt treatments to their driveways the night before a freeze is predicted. The next morning no ice formed on one of their driveways. However, the other driveway was covered with a thin layer of ice.
- A chef makes salad dressing by completely mixing oil, water, and vinegar in a large container. Afterwards, he pours the mixed dressing from the large container into individual containers and places on container on each of the restaurant's tables before leaving for the night. In the morning, the chef finds a layer of oil floating on top of a liquid layer in each of the containers on the tables.

## Performance Expectation HS-PS1-4

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

### Dimensions

#### Developing and Using Models

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system.

#### PS1.A: Structure and Properties of Matter

- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.

#### PS1.B: Chemical Reactions

- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum or all bond energies in the set of molecules that are matched by changes in kinetic energy.

#### Energy and Matter

- Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawing and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.

#### Assessment Content Limits:

- Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

### Science Vocabulary Students Are Expected to Know

- Reaction, kinetic energy, stored energy, transfer, heat energy, atomic arrangement, molecular level, molecule, conservation of matter, reactant, product, stored energy, atom, chemical process, conversion, bond energy, release of energy, endothermic, exothermic

### Science Vocabulary Students are **Not** Expected to Know

- Recombination of chemical elements, stable, chemical system, chemical reaction rate

### Phenomena

Some sample phenomena for HS-PS1-4:

- Scientists gather samples of rock from the ocean floor. One sample looks and feels like ice, but burns and produces a flame when ignited.
- Wet cement is left sitting outside. After one day, the cement becomes hard and stiff.
- A temperature of a sample of tin is lowered from room temperature to 0°C. The tin changes color from silver to gray, becomes brittle, and starts developing cracks on its surface.

## Performance Expectation HS-PS1-5

Apply scientific principles and 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.

#### PS1.B: Chemical Reactions

- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.

#### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.

#### Assessment Content Limits:

- Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.

### Science Vocabulary Students Are Expected to Know

- not available at the time of publication

### Science Vocabulary Students are **Not** Expected to Know

- not available at the time of publication

### Phenomena

Some sample phenomena for HS-PS1-5:

- Not available at the time of publication

## Performance Expectation HS-PS1-6

Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. \*

### Dimensions

#### Constructing Explanations and Designing Solutions

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

#### PS1.B: Chemical Reactions

- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.

#### ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed. (secondary)

#### Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.

#### Assessment Content Limits:

- Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

### Science Vocabulary Students Are Expected to Know

- Reaction, surface area of reactants, dynamic, thermal energy, heat energy, atomic arrangement, molecular level, molecule, conservation of matter, reactant, product, atom, chemical process, equilibrium, bond energy, release of energy, endothermic, exothermic, macroscopic level, pressure, catalyst, chemical bond, chemical process, chemical reaction, mole, element, compound, concentration, Le Chatelier's Principle

### Science Vocabulary Students are **Not** Expected to Know

- Recombination of chemical elements, stable, chemical system, chemical reaction rate

### Phenomena

Some sample phenomena for HS-PS1-6:

- Leftover food left on the counter overnight spoils more quickly than food stored in the refrigerator at 1.6°C.
- In the 1970s scientists observed that the concentration of ozone (O<sub>3</sub>) in the upper atmosphere began decreasing.
- A bottle of carbonated soda appears to have fewer bubbles before it is opened than after it is opened.

## Performance Expectation HS-PS1-7

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

### Dimensions

#### Using Mathematics and Conceptual Thinking

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

#### PS1.B: Chemical Reactions

- The fact that atoms are conserved, together with knowledge of chemical properties of the elements involved, can be used to describe and predict chemical reactions.

#### Energy and Matter

- The total amount of energy and matter in closed systems is conserved.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale.
- Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.

#### Assessment Content Limits:

- Assessment does not include complex chemical reactions.
- Students do not need to know: Properties of individual elements.

### Science Vocabulary Students Are Expected to Know

- Reactant, product, mole, molar ratio, molar mass, limiting reactant, excess reactant, yield(s), theoretical yield, actual yield, concentration, volume, conversion, reversible, ion, cation, anion, solid, liquid, gas, vapor, metal, nonmetal, metalloid, atom, molecule, element, compound, matter, states of matter, pure substance, physical property, chemical property, atomic number, atomic symbol, atomic weight, chemical formula, chemical bond, ionic bond, covalent bond, rearrangement of atoms, conservation of matter, chemical system, chemical reaction, chemical equation, balanced chemical equation, chemical process,

### Science Vocabulary Students are **Not** Expected to Know

- Dimensional analysis, stoichiometry, (dynamic) equilibrium, Le Chatelier's Principle, oxidation state, diatomic, polyatomic ion, empirical formula, by-product, oxidation-reduction reaction, decomposition, single replacement reaction, double replacement reaction, synthesis reaction, combustion reaction, precipitate, solvent, solute, reaction rate, recombination of chemical elements, stable.

### Phenomena

Some sample phenomena for HS-PS1-7:

- Methane gas flows into a Bunsen burner. When a spark is applied, methane gas reacts with oxygen in the air to produce a blue flame. The flame gets larger as the oxygen valve is turned to allow more oxygen to mix with methane.

## Performance Expectation 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.

### Dimensions

#### Analyzing and Interpreting Data

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

#### PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.

#### Assessment Content Limits:

- Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.
- Stating the law or naming the law is not part of this PE.

### Science Vocabulary Students Are Expected to Know

- Velocity, acceleration, net force, friction, air resistance, impulse, vectors, slope, y-intercept

### Science Vocabulary Students are **Not** Expected to Know

- Jerk, terminal velocity

### Phenomena

The phenomena for these PEs are the given data. Samples of phenomena should describe the data set(s) to be given in terms of patterns or relationships to be found in the data, and the columns and rows of a hypothetical table presenting the data, even if the presentation is not tabular. The description of the phenomenon should describe the presentation format of the data (e.g., maps, tables, graphs, etc.)

Some sample phenomena for HS-PS2-1:

- Force is removed from two vehicles' accelerator pedals. The vehicles' positions over time are given.
- A water tank railcar is pulled by a train engine at constant speed and develops a leak allowing water to escape. The position and velocities of the water tank and train over time are given.
- A heavy model rocket rises a shorter distance than a lighter model rocket using the same type of engine. The position of each rocket over time is given.

## Performance Expectation 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.

### Dimensions

#### Using Mathematics and Computational Thinking

- Use mathematical representations of phenomena to describe explanations.

#### PS2.A: Forces and Motion

- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
- If a system interacts with objects outside itself, the total momentum of the system can change: however, any such change is balanced by changes in the momentum of objects outside the system.

#### Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.
- Students should not be deriving formulas but can be using and manipulating them.

#### Assessment Content Limits:

- Assessment is limited to systems of no more than two macroscopic bodies moving in one dimension.
- Students do not need to know:
  - How to use a derivation to show that momentum is conserved only when there is no net force
  - How to derive formulas regarding conservation of momentum.
  - How to resolve vectors and apply the understanding that momentum must be conserved in all directions
  - Newton's Laws by name

### Science Vocabulary Students Are Expected to Know

- Friction, conservation, transfer, frame of reference, net force, acceleration, velocity, internal, external, conversion, closed system, Newton's Second Law, collision, vector

### Science Vocabulary Students are **Not** Expected to Know

- Elastic collision, inelastic collision, inertial frame of reference

### Phenomena

Some sample phenomena for HS-PS2-2:

- A pool player hits a cue ball towards a stationary 8-ball. The cue ball collides with the 8-ball, causing the 8-ball to move. The 8-ball slows down until it comes to a rest 5 seconds after the collision.
- Two hockey pucks collide during an ice hockey practice. A player realizes that the two pucks take a long time to come to rest on the ice. After practice, he makes two street hockey pucks collide on pavement. The pucks come to a stop more quickly than the ones on the ice did.

## Performance Expectation 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

- Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

#### PS2.A: Forces and Motion

- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (secondary)

#### ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed. (secondary)

#### Cause and Effect

- Systems can be designed to cause a desired effect.

### Clarifications and Content Limits

#### Content Clarification

- Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it.
- Examples of a device could include a football helmet or a parachute.

#### Assessment Content Limits:

- Limited to qualitative evaluations and/or algebraic manipulations.

### Science Vocabulary Students Are Expected to Know

- Force, safety, risk, collision, momentum, macroscopic, exert, acceleration, impact, inertia, Newton's First Law, Newton's Second Law, Newton's Third Law, testable, consequence, development, limitation, impact, drag, velocity, qualitative, criteria, theoretical model, optimal, deformation, constraint, impulse, tradeoff

### Science Vocabulary Students are **Not** Expected to Know

- Rationale, aesthetics, consideration, representation, aspect, specification, critical, compressibility

### Phenomena

Engineering standards are built around meaningful design problems rather than phenomena. For this standard, the design problem and solutions replace phenomena.

Some sample design problems for HS-PS2-3:

- Bikers need to be both protected and have total visibility when riding. Design a helmet that protects the biker from collisions while maintaining awareness for his surroundings.
- Phone screens can be easily broken if dropped on the ground. Design a phone case that protects the phone from collisions while maintaining functionality.

## Performance Expectation 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.

### Dimensions

#### Planning and Carrying Out Investigations

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.

#### PS2.B: Types of Interactions

- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

#### PS3.A: Definitions of Energy

- Electrical energy may mean energy stored in a battery or energy transmitted by electric currents. (secondary)

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effect.

### Clarifications and Content Limits

#### Content Clarification

- Assessment is limited to designing and conducting investigations with provided materials and tools.
- Coulomb's Law is provided in the stimulus if the student is required to make calculations.

### Science Vocabulary Students Are Expected to Know

- Attraction, charge, conductor, electric charge, induced electric current, electric field, electromotive force, electromagnetic field, electromagnet, frequency, induction, insulator, magnetic field, magnetic field lines, magnetic force, permanent magnet, polarity, repulsion, resistance, voltage, battery, direction, magnitude, ampere, charged particle, volts, right-hand rule, tesla, vectors

### Science Vocabulary Students are **Not** Expected to Know

- Electric potential, electromotive force, permeating, quantum property, Laplace force, electrodynamics, magnetic dipole, electrostatic, general relativity, Ampere's Law, Coulomb force, Lorentz force

### Phenomena

Some sample phenomena for HS-PS2-5:

- Paperclips on a table are picked up by a wire when both ends of the wire are attached to a battery.
- When an electric current flow through a coil near a strong magnet, the coil rotates.
- The light bulb in a closed circuit turns on when a magnet moves near the wire in the circuit.
- A wind turbine built with a neodymium magnet produces more electricity than a wind turbine built with a ferrite magnet.

## Performance Expectation HS-PS3-1

Create a computational model to calculate the change in 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.

### Dimensions

#### Using Mathematics and Computational Thinking

- Create a computational model or simulation of a phenomenon, designed device, process or system.

#### PS3.A: Definitions of Energy

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.

#### PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.

#### Systems and System Models

- Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on explaining the meaning of mathematical expressions used in the model.

#### Assessment Content Limits:

- Assessment is limited to:
  - Basic algebraic expressions or computations
  - Systems of two or three components
  - Thermal energy, kinetic energy, and/or the energies in gravitational, magnetic and electrical fields.
- Students do not need to know: a detailed understanding of circuits or thermodynamics

### Science Vocabulary Students Are Expected to Know

- Mechanical energy, potential energy, thermal energy, conservation, conversion, kinetic energy, conduction, electrical circuit, electrical current, electrical energy, heat radiation, insulate, resistor, volt, amp, Ohm's Law

### Science Vocabulary Students are **Not** Expected to Know

- Entropy, Second Law of Thermodynamics, thermodynamics, Stirling cycle, Carnot cycle, capacitor, inductance, inductor, Faraday's Law

### Phenomena

Some sample phenomena for HS-PS3-1:

- A light bulb is hooked up to an energy source. When a resistor is added in series to the circuit, the brightness of the light bulb dims.

## Performance Expectation 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 positions of particles (objects).

### Dimensions

#### Developing and Using Models

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

#### PS3.A: Definitions of Energy

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases, the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.

#### Energy and Matter

- Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

### Clarifications and Content Limits

#### Content Clarification

- Examples of phenomena at the macroscopic scale could include:
  - The conversion of kinetic energy to thermal energy
  - The energy stored due to position of an object above the Earth
  - The energy stored between two electrically-charged plates.
- Examples of models could include diagrams, drawings, descriptions, and computer simulations

#### Assessment Content Limits:

- Students do not need to know:
  - Thermodynamics in detail
  - Gravitational fields
  - Thermonuclear fusion

### Science Vocabulary Students Are Expected to Know

- Force, exert, store, transfer, electrical charge, mechanical energy, potential energy, kinetic energy, electric field, magnetic field, conservation of energy, microscopic scale, macroscopic scale, thermal energy, molecular energy, heat conduction, circuit, current, heat radiation, Law of Conservation of Energy, work

### Science Vocabulary Students are **Not** Expected to Know

- Entropy, Second Law of Thermodynamics, thermodynamics, root mean velocity, Boltzmann's constant, gravitational fields, fusion, fission

## Phenomena

Some sample phenomena for HS-PS3-2:

- A person rubs their hands together. Afterwards their hands feel warm.
- Two electrically charged plates, one with a positive charge and one with a negative charge, are placed a certain distance apart. Electron 1 is placed in the middle of the two plates. It accelerates to the positive plate and hits it with a certain velocity. Electron 2 is then placed closer to the negative plate. This electron gains more speed before reaching the positive plate.
- A ball is raised to a height ( $h$ ) above Earth. When it is dropped it hits the ground with a certain velocity ( $v$ ). The ball is then raised to twice the previous height. When it is dropped, the ball hits the ground with a greater velocity than it did previously.

## Performance Expectation 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.

### Dimensions

#### Constructing Explanations and Designing Solutions

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

#### PS3.A: Definitions of Energy

- At the macroscopic scale, energy manifests itself in multiple ways such as in motion, sound, light, and thermal energy

#### PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms – for example, to thermal energy in the surrounding environment.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them

#### Energy and Matter

- Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

#### Influence of Science, Engineering and Technology on Society and the Natural World

- Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks.

## Clarifications and Content Limits

### Content Clarification

- Emphasis is on both qualitative and quantitative evaluations of devices.
- Examples of constraints could include use of renewable energy forms and efficiency.
- Examples of devices could include, but are not limited to: Rube Goldberg devices, wind turbines, solar cells, solar ovens, generators

### Assessment Content Limits:

- Assessment for quantitative evaluations is limited to total output for a given input.
- Assessment is limited to devices constructed with materials provided to students.

## Science Vocabulary Students Are Expected to Know

- Electric current, electrical energy, electromagnet, magnetic field, electric field, kinetic energy, potential energy, mechanical energy, renewable energy, generator, thermal energy, wind turbine, Rube Goldberg device, solar cell, solar oven

## Science Vocabulary Students are **Not** Expected to Know

- Torque, entropy, molecular energy, Second Law of Thermodynamics, thermodynamics, thermal equilibrium, Stirling engine

## Phenomena

Some sample phenomena for HS-PS3-3:

- A wire loop rotating inside a magnetic field can power a light bulb
- An egg is cracked on top of black construction paper on a hot summer day. After a while the egg is cooked.

## Performance Expectation HS-PS3-4

Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

### Dimensions

#### Planning and Carrying Out Investigations

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time) and refine the design accordingly.

#### PS3.B: Conservation of Energy and Energy Transfer

- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Uncontrolled systems always evolve toward more stable states – that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down).

#### PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms – for example, to thermal energy in the surrounding environment.

#### Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually.
- Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- *Assessment is limited to investigations based on materials and tools provided to students.*

#### Science Vocabulary Students Are Expected to Know

- Specific heat, specific heat capacity, store, transfer, kinetic energy, conservation of energy, microscopic scale, macroscopic scale, thermal energy, molecular energy, heat conduction, heat radiation, Law of Conservation of Energy, Kelvin, Second Law of Thermodynamics, Joules, calorimetry

#### Science Vocabulary Students are **Not** Expected to Know

- Entropy, root mean velocity, Boltzmann's constant, gravitational fields, fusion, fission

### Phenomena

Some sample phenomena for HS-PS3-4:

- The temperature of a can of soda decreases when the can is placed in a container of ice.
- Hot coffee cools down after cold cream is added to the cup.
- A scoop of ice cream begins to melt when added to cold soda in a glass.
- A foam cup has 200 grams of room temperature water after 100 grams of hot water are mixed with 100 grams of cold water.

## Performance Expectation 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.

### Dimensions

#### Developing and Using Models

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

#### PS3.C: Relationship Between Energy and Forces

- When two objects interacting through a field change relative position, the energy stored in the field is changed.

#### Cause and Effect

- Cause and effect relationships can be suggested and predicted for complex natural and human-designed systems by examining what is known about smaller scale mechanisms within the system.

### Clarifications and Content Limits

#### Content Clarification

- Examples of models could include: drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.

#### Assessment Content Limits:

- Assessment is limited to systems containing two objects.
- Students do not need to know: Gauss' Law, Ampere's Law, Faraday's Law or anything that requires in depth knowledge of electromagnetism as a unified force

### Science Vocabulary Students Are Expected to Know

- Electric current, acceleration, net force, Newton's Second Law of Motion, inertia, velocity, magnet, electrical energy, magnetic force, attraction, repulsion, electromagnet, Coulomb's Law, electric/magnetic field, potential energy, kinetic energy

### Science Vocabulary Students are **Not** Expected to Know

- Semiconductor, superconductor, torque, Gauss' Law, Ampere's Law, Lorentz force, Faraday's Law, Lenz's Law

### Phenomena

Some sample phenomena for HS-PS3-5:

- Two magnets are held close together such that they attract each other. When the magnets are further away from each other it is easier to keep them apart.
- A light bulb connected to a circuit with a battery lights up. When a stronger battery is placed in the circuit, the light bulb becomes brighter.
- A magnet rotates when placed in a magnetic field perpendicular to the magnet. When the magnet is brought close to the source of the magnetic field, it rotates faster.

## Performance Expectation HS-PS4-1

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

### Dimensions

#### Using Mathematics and Computational Thinking

- Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.

#### PS4.A: Wave Properties

- The wavelength and frequency of a wave are related to each other by the speed of travel of the wave, which depends on the type of wave and the media through which it is passing.

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

### Clarifications and Content Limits

#### Content Clarification

- Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through Earth.

#### Assessment Content Limits:

- Assessment is limited to algebraic relationships and describing those relationships qualitatively.
- Students are not expected to produce equations from memory, like Snell's Law, but the concepts and relationships should be assessed.

### Science Vocabulary Students Are Expected to Know

- Simple wave, frequency, wavelength, vacuum, properties of waves, electromagnetic radiation, radiation, wave source, index or refraction, Snell's Law, angle of incidence, angle of reflection, normal at the point of incidence, critical angle, interface

### Science Vocabulary Students are **Not** Expected to Know

- Clausius-Mossotti relation, dielectric constant, Fermat's principle, phase velocity, permittivity, permeability

### Phenomena

Some sample phenomena for HS-PS4-1:

- A person uses their car horn in an effort to attract the attention of their friend who is swimming in a pool a short distance away. The friend hears only muffled noises.
- A person opens their curtains so that the sun shines in the window. A diamond in their necklace begins to sparkle brightly.
- An earthquake occurs in Japan. The vibrations are recorded in Brazil, but not Miami.
- A person sees a fish through the glass wall of a rectangular fish tank. The person moves and looks through the end of the tank. The fish appears to be in a different place.

## Performance Expectation HS-PS4-3

Evaluate the claims, evidence and reasoning 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.

### Dimensions

#### Engaging in Argument from Evidence

- Evaluate the claims, evidence and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.

#### Science Models, Laws, Mechanisms and Theories Explain Natural Phenomena

- A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment. The science community validates each theory before it's accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence.

#### PS4.A: Wave Properties

- Waves can add or cancel one another as they cross, depending on their relative phase (i.e. relative position of peaks and troughs of waves), but they emerge unaffected by each other. (Boundary: the discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up).

#### PS4.B Electromagnetic Radiation

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features.

#### Systems and System Models

- Models (e.g., physical, mathematical and computer models) can be used to simulate systems and interactions – including energy, matter and information flows – within and between systems at different scales.

### Clarifications and Content Limits

#### Content Clarification

- Emphasis is on how experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Assessment should only test the qualitative aspect of the wave model vs particle model.
- Examples of phenomena could include: resonance, interference, diffraction, photoelectric effect

#### Assessment Content Limits:

- Assessment does not include: using Quantum Theory, in depth calculations.
- Students are not expected to know specific types of electromagnetic radiation and their wavelengths/frequencies.

#### Science Vocabulary Students Are Expected to Know

- Interference, diffraction, refraction, photoelectric effect, amplitude, frequency, emission, absorption, transmit, wavelength, brightness, electromagnetic, radiation, particle, resonance, transmission, scattering, photon, visible light, transverse wave

#### Science Vocabulary Students are **Not** Expected to Know

- Doppler effect for light (red shift), microwave radiation, ultraviolet radiation, ionize, infrared radiation, wave-particle duality, quantum, quanta, x-ray, gamma rays, radio waves, oscillations, electrostatic induction, Planck's constant, magnetic dipole, electric dipole

## Phenomena

Some sample phenomena for HS-PS4-3:

- Light is made to pass through two small slits on a piece of dark construction paper. The light that goes through the slits is then projected on a second piece of dark construction paper. A pattern of bright and dark bands is seen on the second piece of dark construction paper.
- The emission spectra of Hydrogen is completely black but for 4 discrete lines: violet, blue, green, and red color.
- A red laser is pointed at a glass prism. The light bends as it goes through the prism. A violet laser is then pointed at the glass prism and the light bends more than the light from the red laser.