



# K-12 Science Standards

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OREGON  
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## Oregon Content Standards

### Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with [ORS 329.045](#), the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email [ODE.Standards@ode.oregon.gov](mailto:ODE.Standards@ode.oregon.gov).

### Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning.

Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.



This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

## Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

## K-12 Science Vision

### K-12 Science Education for Every Student

[A K-12 Framework Science Education](#) (National Research Council, 2012) is a compilation of science education research identifying critical topics and best practices for youth to learn science that centers students' cultures, interests, and identities as they make sense of their world. The Framework highlights how "all science learning can be understood as a cultural accomplishment." Research shows that a cultural perspective can transform learning experiences into more engaging and meaningful for learners. This is a fundamental shift from **learning about** a science topic, **to figuring out** why or how something happens. These [instructional sequences](#) are more coherent when students investigate compelling natural phenomena (in science) or work on meaningful design problems (in engineering) by engaging in science and engineering practices.

*“Equity in science education requires that all students are provided with equitable opportunities to learn science and become engaged in science and engineering practices; with access to quality space, equipment, and teachers to support and motivate that learning and engagement; and adequate time spent on science. In addition, the issue of connecting to students’ interests and experiences is particularly important for broadening participation in science.” (NRC, 2012).*

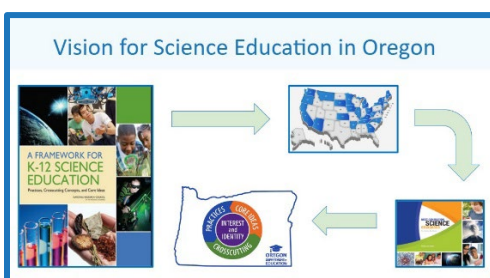


Figure 1

From the research publication of the Framework, the Next Generation Science Standards were developed in partnership with the coordination of 26 states, including Oregon, along with critical partners in science, science education, higher education, and industry. As part of the development process, the standards underwent multiple reviews, including two public drafts, allowing all who have a

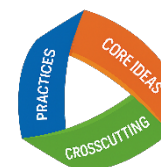
stake in science education an opportunity to inform the development of the standards. This included input from over 50,000 educators (Figure 1). In 2014, and again in 2022, based on the recommendation from the Oregon Science Standards Advisory Panels, **the Oregon State Board of Education adopted the NGSS as Oregon’s K-12 Science Standards.**

There is no doubt that science - and therefore, **science education - is central to the lives of every community member.** Never before has our world been so complex and scientific literacy so critical to making sense of it all. Science is also at the heart of each community’s ability to continue innovating, leading, and creating jobs for the future. That’s why **all students** - regardless of whether they pursue college or STEM careers - **should have access to a high-quality K-12 science education.** ([nextgenscience.org](http://nextgenscience.org), 2013).

For more information on Next Generation Science Standards (NGSS) and supporting resources, please visit the [NextGenScience](http://NextGenScience) website.

## Three-Dimensional Learning: Putting it Together

[A K-12 Framework Science Education](#) (National Research Council, 2012) describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions that will be combined to form each standard. These three dimensions, **science and engineering practices**, **crosscutting concepts**, and the **disciplinary core ideas**, make up distinct but equally important components of what students should know and be able to demonstrate. The three dimensions are:



### Dimension 1: Science and Engineering Practices

The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. [A Framework for K-12 Science Education](#) uses the term practices instead of a term like “skills” to emphasize that engaging in scientific investigation requires not only skill but also the knowledge that is specific to each practice. Part of the NRC’s intent is to better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires.

Although engineering design is similar to scientific inquiry, there are significant differences. For example, scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design. Strengthening instruction involving engineering will clarify for students the relevance of science, technology, engineering, and mathematics (the four STEM fields) to everyday life.

#### ❖ *Asking Questions and Defining Problems*

A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works and which can be empirically tested.

❖ *Developing and Using Models*

A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.

❖ *Planning and Carrying Out Investigations*

Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.

❖ *Analyzing and Interpreting Data*

Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results.

❖ *Using Mathematics and Computational Thinking*

In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships.

❖ *Constructing Explanations and Designing Solutions*

The end-products of science are explanations, and the end-products of engineering are solutions. The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories.

❖ *Engaging in Argument from Evidence*

Argumentation is the process by which evidence-based conclusions and solutions are reached. In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.

❖ *Obtaining, Evaluating, and Communicating Information*

Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.

## Dimension 2: Crosscutting Concepts

Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change.

[A Framework for K-12 Science Education](#) emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.

### ❖ *Patterns*

Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

### ❖ *Cause and Effect: Mechanism and Explanation*

Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

### ❖ *Scale, Proportion, and Quantity*

In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.

### ❖ *Systems and System Models*

Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.

### ❖ *Energy and Matter: Flows, Cycles, and Conservation*

Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.

### ❖ *Structure and Function*

The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

### ❖ *Stability and Change*

For natural and built systems alike, conditions of stability and factors that control rates of change are critical elements to consider and understand.

## Dimension 3: Disciplinary Core Ideas

Disciplinary core ideas have the power to focus K-12 science curriculum, instruction, and assessments on the most important aspects of science. To be considered core, the ideas should meet at least two of the following criteria and ideally all four:

- Have **broad importance** across multiple sciences or engineering disciplines or be a **key organizing concept** of a single discipline;
- Provide a **key tool** for understanding or investigating more complex ideas and solving problems;
- Relate to the **interests and life experiences of students** or be connected to **societal or personal concerns** that require scientific or technological knowledge;
- Be **teachable** and **learnable** over multiple grades at increasing levels of depth and sophistication.

Disciplinary ideas are grouped in four main core ideas (domains) and their subtopics: the [earth and space sciences](#); [engineering, technology and applications of science](#); the [life sciences](#); and the [physical sciences](#).

### ❖ *Earth & Space Science*

- ESS1 Earth's Place in the Universe
- ESS2 Earth's Systems
- ESS3 Earth and Human Activity

### ❖ *Engineering, Technology, and the Application of Science*

- ETS1 Engineering Design
- ETS2 Links Among Engineering, Technology, Science, and Society

### ❖ *Life Science*

- LS1 From Molecules to Organisms: Structures and Processes
- LS2 Ecosystems: Interactions, Energy, and Dynamics
- LS3 Heredity: Inheritance and Variation of Traits
- LS4 Biological Evolution: Unity and Diversity

### ❖ *Physical Science*

- PS1 Matter and Its Interactions
- PS2 Motion and Stability: Forces and Interactions
- PS3 Energy
- PS4 Waves and Their Applications in Technologies for Information Transfer



## Integration of K-12 Climate Change Education<sup>^</sup>

The adopted 2022 Oregon Science Standards include the foundational understanding of weather, climate, and human impacts on natural resources in Kindergarten through Grade 5. The standards also specifically identify global climate change and human impact on earth's system as a disciplinary core idea in [middle school](#) and [high school](#).

With the adoption of the 2022 Oregon Science Standards, there are continual opportunities to elevate climate change education across grade levels and between disciplinary core ideas. This will provide learning progressions for students to make sense of the complex nature of climate change and learn the skills to develop and deploy solutions. A caret or up arrow (<sup>^</sup>) was added to those K-12 science standards that have proximal connections to climate change and human impact on earth's system. These standards were identified by utilizing a [research analysis](#) conducted by MADE CLEAR through a National Science Foundation Grant that could further support climate change education. For more information on climate change education and supporting resources, please visit the [STEM Teaching Tools – Climate Learning](#) website.

<sup>^</sup> This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.

## Integration of Engineering Design\*

The NGSS represents a commitment to integrate engineering design into the structure of science education by raising engineering design to the same level as scientific inquiry when teaching science disciplines at all levels, from kindergarten to twelfth grade. It affirms the value of teaching engineering ideas, particularly engineering design, to young students.

The inclusion of engineering design within the fabric of the NGSS has profound opportunities for all students to acquire engineering design practices and concepts alongside the practices and concepts of science. The core idea of engineering design includes three component ideas:

- **Defining** and delimiting engineering problems involves stating the problem to be solved as clearly as possible in terms of criteria for success and constraints or limits.
- **Designing solutions** to engineering problems begins with generating a number of different possible solutions, then evaluating potential solutions to see which ones best meet the criteria and constraints of the problem.



- **Optimizing** the design solution involves a process in which solutions are systematically tested and refined and the final design is improved by trading off less important features for those that are more important.

It is important to point out that these component ideas do not always follow in order, any more than do the “steps” of scientific inquiry. At any stage, a problem solver can redefine the problem or generate new solutions to replace an idea that is just not working out. An asterisk (\*) was added to those K-12 science standards that have engineering design embedded within either the science and engineering practices or as a disciplinary core idea. For more information on engineering design and supporting resources, please visit [Appendix I – Engineering Design in the NGSS](#).

\* This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.



## Kindergarten Science Standards

### Earth & Space Science

*K.ESS2*

*Earth's Systems*

**K.ESS2.1**

**Use and share observations of local weather conditions to describe patterns over time.**<sup>^</sup> [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]

**K.ESS2.2**

**Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.**<sup>^</sup> [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.][Assessment Boundary: Assessment is limited to a single example of a plant or animal per item or task.]

*K.ESS3*

*Earth and Human Activity*

**K.ESS3.1**

**Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.** [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.][Assessment Boundary: Modeling is limited to describing the relationship and does not include patterns of structure and function to show how needs are met. Impact on the environment is beyond the standard.]



- K.ESS3.2**      **Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.\*^** [Clarification Statement: Emphasis is on local forms of severe weather and preparation efforts to respond to weather events that sometimes happen more often in some regions or locations.][Assessment Boundary: Assessment focuses on a particular region at a particular time to describe weather and notice patterns, including severe weather events.]
- K.ESS3.3**      **Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.\*^** [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.][Assessment Boundary: Assessment focuses on the ability to choose solutions and communicate ways to reduce the impact(s) on land, water, and air, and other living things. Communication can be written, oral, drawings, modeling, or other ways that are comprehensible to others.]

## Engineering, Technology, and the Application of Science

### *K.ETS1      Engineering Design*

- K.ETS1.1**      **Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.** [Clarification Statement: Identifying a problem or need is necessary before designing a solution. For example, students can describe desired features or tools to solve a simple problem.][Assessment Boundary: Assessment does not include information regarding constraints (restraints or limitations).]
- K.ETS1.2**      **Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.** [Clarification Statement: Solutions or designs can be addressed in stages before describing the overall plan or design.][Assessment Boundary: Assessment is limited to the development of a single, simple solution illustrated by a sketch, drawing, or physical model.]
- K.ETS1.3**      **Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.** [Clarification Statement: Observations and measurements are collected and information is displayed to compare the performance of two objects. Students test solutions and collect data to identify the strengths and weaknesses of each object. Objects could feature shape, thickness, strength, speed, etc.][Assessment Boundary: Assessment is limited to sharing observations about the strengths and weaknesses of the analyzed data. Students will not be asked to propose an improved design based on the analyzed data.]

## Life Science

*K.LS1 From Molecules to Organisms: Structures and Processes*

**K.LS1.1 Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.][Assessment Boundary: Assessment is limited to patterns of light, food, or water as sources of matter and energy needed for growth. The process of photosynthesis is beyond the standard at this grade level.]

## Physical Science

*K.PS2 Motion and Stability: Forces and Interactions*

**K.PS2.1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

**K.PS2.2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.\*** [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

*K.PS3 Energy*

**K.PS3.1 Make observations to determine the effect of sunlight on Earth's surface. ^** [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]

**K.PS3.2**      **Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.\*^** [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.][Assessment Boundary: Assessment does not include information about how light travels or mechanisms of solar radiation.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.



## Grade 1 Science Standards

### Earth & Space Science

*1.ESS1 Earth's Place in the Universe*

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

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

### Engineering, Technology, and the Application of Science

*1.ETS1 Engineering Design*

**1.ETS1.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.** [Clarification Statement: Identifying a problem or need is necessary before designing a solution. For example, students can describe desired features or tools to solve a simple problem.][Assessment Boundary: Assessment does not include information regarding constraints (restraints or limitations).]

**1.ETS1.2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.** [Clarification Statement: Solutions or designs can be addressed in stages before describing the overall plan or



design.][Assessment Boundary: Assessment is limited to the development of a single, simple solution illustrated by a sketch, drawing, or physical model.]

- 1.ETS1.3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.** [Clarification Statement: Observations and measurements are collected and information is displayed to compare the performance of two objects. Students test solutions and collect data to identify the strengths and weaknesses of each object. Objects could feature shape, thickness, strength, speed, etc.][Assessment Boundary: Assessment is limited to sharing observations about the strengths and weaknesses of the analyzed data. Students will not be asked to propose an improved design based on the analyzed data.]

## Life Science

*1.LS1 From Molecules to Organisms: Structures and Processes*

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

- 1.LS1.2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.** [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).][Assessment Boundary: Assessment is limited to behavior of parent and offspring and does not include group behaviors to find food or defend themselves.]

*1.LS3 Heredity: Inheritance and Variation of Traits*

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

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

## Physical Science

- 1.PS4 *Waves and their Applications in Technologies for Information Transfer*
- 1.PS4.1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.** [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.][Assessment Boundary: Assessment does not include wave structures such as amplitude and wavelength.]
- 1.PS4.2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.** [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.][Assessment Boundary: Assessment does not include speed of light or the interaction of waves for the purpose of magnification.]
- 1.PS4.3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.**<sup>^</sup> [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include speed of light or the interaction of waves for the purpose of magnification.]
- 1.PS4.4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.**\* [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

<sup>^</sup>This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth’s Systems and Earth and Human Activity.



## Grade 2 Science Standards

### Earth & Space Science

2.ESS1 *Earth's Place in the Universe*

**2.ESS1.1 Use observations from several sources to provide evidence that Earth events can occur quickly or slowly.**<sup>^</sup> [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]

2.ESS2 *Earth's Systems*

**2.ESS2.1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.\***<sup>^</sup> [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.][Assessment Boundary: Assessment does not include explicit naming of hydrosphere, biosphere, atmosphere, and geosphere.]

**2.ESS2.2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.** [Clarification Statement: Examples of model could include a map identifying components of specific bodies of water (such as creeks, oceans, lakes, rivers) and shapes of land describing their relationship (such as playgrounds, parks, hills).][Assessment Boundary: Assessment does not include quantitative scaling in models.]

**2.ESS2.3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.** [Clarification Statement: Emphasis is on having students identify reliable sources (such as texts, digital media, observation) to identify patterns where water is found as a solid or liquid source.][Assessment Boundary: Assessment does not include relative amounts of saltwater and freshwater on Earth.]



## Engineering, Technology, and the Application of Science

- 2.ETS1      *Engineering Design*
- 2.ETS1.1**      **Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.** [Clarification Statement: Identifying a problem or need is necessary before designing a solution. For example, students can describe desired features or tools to solve a simple problem.][Assessment Boundary: Assessment does not include information regarding constraints (restraints or limitations).]
- 2.ETS1.2**      **Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.** [Clarification Statement: Solutions or designs can be addressed in stages before describing the overall plan or design.][Assessment Boundary: Assessment is limited to the development of a single, simple solution illustrated by a sketch, drawing, or physical model.]
- 2.ETS1.3**      **Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.** [Clarification Statement: Observations and measurements are collected and information is displayed to compare the performance of two objects. Students test solutions and collect data to identify the strengths and weaknesses of each object. Objects could feature shape, thickness, strength, speed, etc.][Assessment Boundary: Assessment is limited to sharing observations about the strengths and weaknesses of the analyzed data. Students will not be asked to propose an improved design based on the analyzed data.]

## Life Science

- 2.LS2      *Ecosystems: Interactions, Energy, and Dynamics*
- 2.LS2.1**      **Plan and conduct an investigation to determine if plants need sunlight and water to grow.** [Clarification Statement: Plants depend on air, water, light, and minerals (in the soil) to grow. Examples of an investigation could include plant growth with different amounts of sunlight or water.][Assessment Boundary: Assessment is limited to testing one variable at a time. Assessment is limited to the effects of sunlight and water on plant growth.]
- 2.LS2.2**      **Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.\*** [Clarification Statement: Examples of dispersing seeds or pollinating plants could include a simple model that describes plants and animals disperse seeds or pollinate plants (i.e squirrel cheek pouches that transport seeds or pollen that sticks to bees fuzzy body). Simple models could be a simple sketch, drawing, or physical model to

communicate the relationship between structure and function.] [Assessment Boundary: Assessment does not include food webs or the health of ecosystems.]

2.LS4 *Biological Evolution: Unity and Diversity*

**2.LS4.1 Make observations of plants and animals to compare the diversity of life in different habitats.** [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

## Physical Science

2.PS1 *Matter and Its Interactions*

**2.PS1.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.** [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.][Assessment Boundary: Assessment is limited to classification by observable properties and does not include Moh’s hardness scale or identification of materials based on their properties.]

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

**2.PS1.3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.** [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.][Assessment Boundary: Assessment is limited to objects large enough to be seen without magnification or advanced technology.]

**2.PS1.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.** [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.][Assessment Boundary: Assessment does not include conservation of mass or the mixing of substances to form new substances.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth’s Systems and Earth and Human Activity.



## Grade 3 Science Standards

### Earth & Space Science

#### 3.ESS2 *Earth's Systems*

**3.ESS2.1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.**<sup>^</sup> [Clarification Statement: Examples of data at this grade level could include average temperature, precipitation, and wind direction.]  
[Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs.]

**3.ESS2.2 Obtain and combine information to describe climates in different regions of the world.** [Clarification Statement: Examples of different regions could include equatorial, polar, coastal, and midcontinental.][Assessment Boundary: Assessment does not include complex interactions that cause weather patterns and climate or identify the role of the water cycle in weather.]

#### 3.ESS3 *Earth and Human Activity*

**3.ESS3.1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.**<sup>\*^</sup> [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.][Assessment Boundary: Assessment does not include types (hurricane, tornado, tropical storm) of names of storms (Hurricane Andrew), jet streams, or El Nino or La Nina weather patterns.]

### Engineering, Technology, and the Application of Science

#### 3.ETS1 *Engineering Design*

**3.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** [Clarification Statement: A design problem must be identified before solutions are developed.]



Solutions or designs identify the criteria for success and identify limitations and constraints.][Assessment Boundary: Assessment does not include limitations or criteria based on specific process or system boundaries (such as limitations of scientific principles or long-term societal and environmental impacts).]

**3.ETS1.2**      **Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** [Clarification Statement: Emphasis is on researching a problem prior to designing a solution, plan for testing to evaluate how well it will perform under a range of likely conditions using scientific knowledge and communicating the design process.][Assessment Boundary: Assessment is limited to the design process and modeling.]

**3.ETS1.3**      **Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.** [Clarification Statement: Emphasis is on identifying the purpose of the investigation and specific evidence to collect, testing one criteria or constraint at a time, and record the data accordingly.][Assessment Boundary: Assessment is limited to proposing different solutions based on evidence collected and to determine which is best based on the criteria and the constraints.]

## Life Science

*3.LS1      From Molecules to Organisms: Structures and Processes*

**3.LS1.1**      **Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.** [Clarification Statement: Changes organisms go through during their life form a pattern.][Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]

*3.LS2      Ecosystems: Interactions, Energy, and Dynamics*

**3.LS2.1**      **Construct an argument that some animals form groups that help members survive.** [Clarification Statement: Emphasis is on how being part of a group helps animals obtain food, defend themselves, and cope with changes, and does not cover how group behavior evolved as a result of a survival advantage.][Assessment Boundary: Assessment does not include evolution of group behavior, altruism, and signaling behaviors.]

3.LS3 *Heredity: Inheritance and Variation of Traits*

**3.LS3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.** [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.][Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]

**3.LS3.2 Use evidence to support the explanation that traits can be influenced by the environment.** [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.][Assessment Boundary: Assessment is limited to physical traits and does not include genetic factors.]

3.LS4 *Biological Evolution: Unity and Diversity*

**3.LS4.1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.** [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]

**3.LS4.2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.** [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.][Assessment Boundary: Assessment does not include patterns of genetic inheritance.]

**3.LS4.3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.**<sup>^</sup> [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.][Assessment Boundary: Assessment does not include multi-generational shifts in population traits due to natural selection.]

**3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may**

**change.**<sup>^</sup> [Clarification Statement: Examples of environmental changes could include global climate change, changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change.]

## Physical Science

3.PS2 *Motion and Stability: Force and Interactions*

**3.PS2.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.** [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]

**3.PS2.2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.** [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]

**3.PS2.3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paper clips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]

**3.PS2.4 Define a simple design problem that can be solved by applying scientific ideas about magnets.\*** [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.][Assessment Boundary: Assessment does not include electromagnetism.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

<sup>^</sup>This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth’s Systems and Earth and Human Activity.



## Grade 4 Science Standards

### Earth & Space Science

#### 4.ESS1 *Earth's Place in the Universe*

**4.ESS1.1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.** [Clarification Statement: Examples of evidence from patterns could include rock layers with shell fossils above rock layers with plant fossils and no shells, indicating a change from water to land over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]

#### 4.ESS2 *Earth's Systems*

**4.ESS2.1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.**<sup>^</sup> [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]

**4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.** [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.][Assessment Boundary: Assessment does not include tectonic plate movement (such as boundary types, fault types, volcano types, subducting plate movement, etc.)



**4.ESS3** *Earth and Human Activity*

- 4.ESS3.1** **Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.**<sup>^</sup> [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources that cannot be replaced are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.][Assessment Boundary: Assessment does not include the distribution of resources around the planet as a result of geologic processes such as volcanic or tectonic activity. Does not include specific scientific information about how natural resources are used to generate energy (such as the chemical process of burning coal to generate energy).]
- 4.ESS3.2** **Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.**<sup>\*</sup> [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.][Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]

## Engineering, Technology, and the Application of Science

**4.ETS1** *Engineering Design*

- 4.ETS1.1** **Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** [Clarification Statement: A design problem must be identified before solutions are developed. Solutions or designs identify the criteria for success and identify limitations and constraints.][Assessment Boundary: Assessment does not include limitations or criteria based on specific process or system boundaries (such as limitations of scientific principles or long-term societal and environmental impacts).]
- 4.ETS1.2** **Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** [Clarification Statement: Emphasis is on researching a problem prior to designing a solution, plan for testing to evaluate how well it will perform under a range of likely conditions using scientific knowledge and communicating the design process.][Assessment Boundary: Assessment is limited to the design process and modeling.]
- 4.ETS1.3** **Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.** [Clarification Statement: Emphasis is on identifying the purpose of the investigation and specific evidence to collect, testing one criteria or constraint at a time, and record the data accordingly.][Assessment Boundary: Assessment is limited to proposing different

solutions based on evidence collected and to determine which is best based on the criteria and the constraints.]

## Life Science

4.LS1 *From Molecules to Organisms: Structures and Processes*

**4.LS1.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin. [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]

**4.LS1.2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.** [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]

## Physical Science

4.PS3 *Energy*

**4.PS3.1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.** [Clarification Statement: Examples of evidence relating speed and energy could include change of shape on impact or other results of collisions.] [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]

**4.PS3.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.** ^ [Clarification Statement: Emphasis is on gathering evidence through observations to explain how energy is transferred and transformed within a system (such as relative rate an ice cube melts on different surfaces or obtain observational data for what affects how to change the amount of electricity a solar panel makes.][Assessment Boundary: Assessment does not include quantitative measurements of energy.]

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

- 4.PS3.4**      **Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.\*** [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]
- 4.PS4      *Wavers and their Applications in Technologies for Information Transfer*
- 4.PS4.1**      **Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.** [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non- periodic waves, or quantitative models of amplitude and wavelength.]
- 4.PS4.2**      **Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.** [Clarification Statement: Emphasis is a model to show the path that light traveled from the light source to your eye in the investigation (such as building a periscope to see around corners and over walls or trying to read or see objects in the dark).] [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]
- 4.PS4.3**      **Generate and compare multiple solutions that use patterns to transfer information.\*** [Clarification Statement: Emphasis is on generation and comparison of multiple solutions. Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.][Assessment Boundary: Assessment does not include knowledge of electromagnetic spectrum or require students to have learned/memorized specific codes such as Morse or binary.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.



## Grade 5 Science Standards

### Earth & Space Science

#### 5.ESS1 *Earth's Place in the Universe*

**5.ESS1.1 Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth.** [Clarification Statement: Emphasis is to obtain information and construct an explanation on how the scale of the distance to objects giving off light affects the brightness of objects (such as a nearby streetlights appear bigger and brighter than distant streetlights).] [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).]

**5.ESS1.2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.** [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]

#### 5.ESS2 *Earth's Systems*

**5.ESS2.1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.**<sup>^</sup> [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]

**5.ESS2.2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.** [Clarification Statement: Emphasis is on models to organize data about the quantity of saltwater and



freshwater in various reservoirs and graph data to compare the proportions of saltwater and freshwater on Earth.] [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]

5.ESS3 *Earth and Human Activity*

**5.ESS3.1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.**<sup>^</sup> [Clarification Statement: Emphasis is on gathering data to construct an explanation on how and why the selected activity protects the Earth’s resources and environment for the identified region or community (such as agriculture practices, solar or wave energy).] [Assessment Boundary: Assessment is limited to describing how communities use science ideas to protect Earth’s resources and environment and does not focus on cause and effect of human impacts on the environment.]

## Engineering, Technology, and the Application of Science

5.ETS1 *Engineering Design*

**5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** [Clarification Statement: A design problem must be identified before solutions are developed. Solutions or designs identify the criteria for success and identify limitations and constraints.] [Assessment Boundary: Assessment does not include limitations or criteria based on specific process or system boundaries (such as limitations of scientific principles or long-term societal and environmental impacts).]

**5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** [Clarification Statement: Emphasis is on researching a problem prior to designing a solution, plan for testing to evaluate how well it will perform under a range of likely conditions using scientific knowledge and communicating the design process.] [Assessment Boundary: Assessment is limited to the design process and modeling.]

**5.ETS1.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.** [Clarification Statement: Emphasis is on identifying the purpose of the investigation and specific evidence to collect, testing one criteria or constraint at a time, and record the data accordingly.] [Assessment Boundary: Assessment is limited to proposing different solutions based on evidence collected and to determine which is best based on the criteria and the constraints.]

## Life Science

5.LS1 *From Molecules to Organisms: Structures and Processes*

**5.LS1.1 Support an argument that plants get the materials they need for growth chiefly from air and water.**<sup>^</sup> [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.] [Assessment Boundary: Assessment does not include photosynthesis or the photosynthesis reaction equation.]

5.LS2 *Ecosystems: Interactions, Energy, and Dynamics*

**5.LS2.1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.**<sup>^</sup> [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]

## Physical Science

5.PS1 *Matter and Its Interactions*

**5.PS1.1 Develop a model to describe that matter is made of particles too small to be seen.**<sup>^</sup> [Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

**5.PS1.2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.** [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that forms new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]

**5.PS1.3 Make observations and measurements to identify materials based on their properties.** [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

**5.PS1.4**      **Conduct an investigation to determine whether the mixing of two or more substances results in new substances.** [Clarification Statement: Emphasis is to investigate the effect of combining various substances to determine if a new substance is formed. Quantitative or qualitative data will be collected (such as weight or mass, temperature, state of matter, color, texture, odor).] [Assessment Boundary: Assessment does not include having students distinguish between mass and weight. This specific distinction occurs in middle grades.]

5.PS2      *Motion and Stability: Force and Interactions*

**5.PS2.1**      **Support an argument that the gravitational force exerted by Earth on objects is directed down.** [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

5.PS3      *Energy*

**5.PS3.1**      **Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.** [Clarification Statement: Examples of models could include diagrams, and flow charts.] [Assessment Boundary: Assessment does not include photosynthesis or the photosynthesis reaction equation. Students should know that plants carry out photosynthesis for energy, but they do not need to know the specifics of the process or equation. Similarly, this assessment does not include the process or mechanisms for metabolism. Students should understand the relationship between animals and the food they eat to obtain energy for bodily functions, growth, and repair.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth’s Systems and Earth and Human Activity.



## Flexibility in Middle School Science Sequencing

The Oregon State Board of Education adopted the recommendation in June 2022 to prioritize flexibility for districts to organize the middle school science standards to meet their localized needs. This provides opportunities to shift or sequence the middle school standards to create:

- Alignment and instructional support to 6<sup>th</sup> grade Outdoor School
- Opportunities to utilize national and statewide openly licensed instructional materials
- Increased flexibility for transdisciplinary (such as STEM, social science, health) units that are project- based and/or place-based learning experiences.

For example, districts engaging in Outdoor School may choose to build a coherent integrated course sequence that shifts 7<sup>th</sup> grade life science standards focusing on ecosystems to 6<sup>th</sup> grade, while moving a subset of 6<sup>th</sup> grade science standards to 7<sup>th</sup> grade.

**There may be circumstances where no changes to the current middle school science sequence are necessary.** Whatever the localized needs are, it is important to remember that students build knowledge and skills over time. Intentionality should be used in sequencing middle school science standards to develop a logical and coherent order within integrated courses that allow students to make connections across science disciplines and practices. The implementation of ambitious teaching practices in science identified the need for students to be engaged in high-quality science instruction that is [phenomena-driven](#) with integrated science content, and builds knowledge across [coherent storyline](#) course sequences in middle school remains best practice.



## Middle School Earth & Space Science Standards

### Grade 6 Earth & Space Science

#### 6.ESS2 *Earth's Systems*

**6.ESS2.4** **Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.** [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]

**6.ESS2.5** **Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.** ^ [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]

**6.ESS2.6** **Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.** ^ [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.]

### 6.ESS3 Earth and Human Activity

**6.ESS3.3**      **Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.\*^** [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]

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

†The language in this performance expectation has change from its original NGSS form. View original language [here](#).

## Grade 7      Earth & Space Science

### 7.ESS2      *Earth's Systems*

**7.ESS2.1**      **Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.** [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]

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

and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]

- 7.ESS2.3** **Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.** [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).]  
[Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]

7.ESS3 *Earth and Human Activity*

- 7.ESS3.1** **Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.** [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]
- 7.ESS3.2** **Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.** ^ [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

## Grade 8 Earth & Space Science

### 8.ESS1 *Earth's Place in the Universe*

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

**8.ESS1.2** **Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.** [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as their school or state).] [Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]

**8.ESS1.3** **Analyze and interpret data to determine scale properties of objects in the solar system.** [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.] [Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.]

**8.ESS1.4** **Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.** [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] [Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.]

### 8.ESS3 *Earth and Human Activity*

**8.ESS3.4** **Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.** ^  
[Clarification Statement: Examples of evidence include grade-appropriate databases on

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

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth’s Systems and Earth and Human Activity.

## Middle School Engineering, Technology, and the Application of Science

### Grade 6-8 Engineering, Technology, and the Application of Science

#### *MS.ETS1* Engineering Design

**MS.ETS1.1** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. ^

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

**MS.ETS1.3** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

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

## Middle School Life Science Standards

### Grade 6 Life Science

6.LS1 *From Molecules to Organisms: Structures and Processes*

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

**6.LS1.2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.** [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]

**6.LS1.3† Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis.** [Clarification Statement: Emphasis should be on the function and interactions of the major body systems (such as circulatory, respiratory, nervous, musculoskeletal).] [Assessment Boundary: Assessment is focused on the interactions between systems not on the functions of individual systems.]

**6.LS1.4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.** [Clarification Statement: Emphasis is on both animals and plants (behaviors and structures). Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds; and, creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen and hard shells on nuts that squirrels bury.]

**6.LS1.5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.** ^ [Clarification Statement: Examples

of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]

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

†The language in this performance expectation has change from its original NGSS form. View original language [here](#).

6.LS3      *Heredity: Inheritance and Variation of Traits*

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

## Grade 7      Life Science

7.LS1      *From Molecules to Organisms: Structures and Processes*

- 7.LS1.6**      **Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.** ^ [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.]  
[Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]
- 7.LS1.7**      **Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.** [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]

- 7.LS2 *Ecosystems: Interactions, Energy, and Dynamics*
- 7.LS2.1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.** ^ [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]
- 7.LS2.2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.** ^ [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]
- 7.LS2.3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.** [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]
- 7.LS2.4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.** ^ [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]
- 7.LS2.5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.\*** ^ [Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]

## Grade 8 Life Science

- 8.LS3 *Heredity: Inheritance and Variation of Traits*
- 8.LS3.1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.** [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.] [Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.]

- 8.LS4 *Biological Evolution: Unity and Diversity*
- 8.LS4.1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.** [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]
- 8.LS4.2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.** [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.]
- 8.LS4.3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.** [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.] [Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.]
- 8.LS4.4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.** [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.]
- 8.LS4.5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.** [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.]
- 8.LS4.6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.** [Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.][Assessment Boundary: Assessment does not include Hardy Weinberg calculations.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.

## Middle School Physical Science Standards

### Grade 6 Physical Science

6.PS3 *Energy*

**6.PS3.3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.\*** [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

**6.PS3.4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. ^** [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

**6.PS3.5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.** [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]

### Grade 7 Physical Science

7.PS1 *Matter and Its Interactions*

**7.PS1.1 Develop models to describe the atomic composition of simple molecules and extended structures. ^** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a

complete description of all individual atoms in a complex molecule or extended structure is not required.]

- 7.PS1.2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.** [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]
- 7.PS1.3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.** <sup>^</sup> [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]
- 7.PS1.4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.** <sup>^</sup> [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]
- 7.PS1.5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.** [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]
- 7.PS1.6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.\*** [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]

## Grade 8 Physical Science

8.PS2 *Motion and Stability: Forces and Interactions*

**8.PS2.1 Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.\*** [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.][Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]

**8.PS2.2 Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.** [Clarification Statement: Emphasis is on balanced (Newton’s First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton’s Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]

**8.PS2.3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.** [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.] [Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.]

**8.PS2.4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.** [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.] [Assessment Boundary: Assessment does not include Newton’s Law of Gravitation or Kepler’s Laws.]

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

8.PS3

*Energy***8.PS3.1**

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

**8.PS3.2**

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

8.PS4

*Waves and Their Applications in Technologies for Information Transfer***8.PS4.1**

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

**8.PS4.2**

**Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.** <sup>^</sup> [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]

**8.PS4.3**

**Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.** [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

<sup>^</sup>This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.

## High School Earth & Space Science Standards

### Grade 9-12 Earth & Space Science

*HS.ESS1 Earth's Place in the Universe*

**HS.ESS1.1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.** [Clarification Statement: Emphasis is on the energy transfer mechanisms that allow energy from 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 Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.]

**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.** [Clarification Statement: Emphasis is on the astronomical evidence of the red shift 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).]

**HS.ESS1.3 Communicate scientific ideas about the way stars, over their life cycle, produce elements.** [Clarification Statement: 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 Boundary: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.]

**HS.ESS1.4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.** [Clarification Statement: Emphasis is on

Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.] [Assessment Boundary: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.]

**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.**

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

**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.** [Clarification Statement: 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.]

*HS.ESS2 Earth's Systems*

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

[Clarification Statement: 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 Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.]

**HS.ESS2.2 Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.** [Clarification Statement: Examples should include climate feedbacks, such as how 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. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.]

- HS.ESS2.3**      **Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection.** [Clarification Statement: 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 experiments.]
- 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.** [Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: 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 Boundary: 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.]
- HS.ESS2.5**      **Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.** [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for 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, or 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).]
- HS.ESS2.6**      **Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.** [Clarification Statement: 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.]
- HS.ESS2.7**      **Construct an argument based on evidence about the simultaneous coevolution of Earth’s systems and life on Earth.** [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth’s other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth’s surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering 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 Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]

*HS.ESS3 Earth and Human Activity*

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

**HS.ESS3.2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.\*** [Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.]

**HS.ESS3.3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.** [Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.] [Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.]

- HS.ESS3.4 Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.\*** [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).]
- HS.ESS3.5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.** [Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).] [Assessment Boundary: Assessment is limited to one example of climate change and its associated impacts.]
- HS.ESS3.6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).** [Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.] [Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.

## High School Engineering, Technology, and the Application of Science

### Grade 9-12 Engineering, Technology, and the Application of Science

#### *HS.ETS1 Engineering Design*

**HS.ETS1.1** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <sup>^</sup>

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

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

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

<sup>^</sup>This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.

## High School Life Science

### Grade 9-12 Life Science

*HS.LS1 From Molecules to Organisms: Structures and Processes*

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

**HS.LS1.2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** [Clarification Statement: 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 Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.]

**HS.LS1.3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.** [Clarification Statement: 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 Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]

**HS.LS1.4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.** [Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.]

**HS.LS1.5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** [Clarification Statement: 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 Boundary: Assessment does not include specific biochemical steps.]

**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.** [Clarification Statement: Emphasis is on using evidence from models and simulations to support explanations.]

[Assessment Boundary: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.]

- 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 the bonds in new compounds are formed resulting in a net transfer of energy.** [Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.] [Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.]

*HS.LS2 Ecosystems: Interactions, Energy, and Dynamics*

- HS.LS2.1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.** ^ [Clarification Statement: 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.] [Assessment Boundary: Assessment does not include deriving mathematical equations to make comparisons.]

- 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.** ^ [Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.] [Assessment Boundary: Assessment is limited to provided data.]

- 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.** [Clarification Statement: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.] [Assessment Boundary: Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.]

- HS.LS2.4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.** ^ [Clarification Statement: 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 Boundary: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.]

- 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.** ^ [Clarification Statement: Examples of models could include simulations and mathematical models.] [Assessment Boundary: Assessment does not include the specific chemical steps of photosynthesis and respiration.]

- 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. ^ [Clarification Statement: 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 due to climate change.]
- HS.LS2.7** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.\* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]
- HS.LS2.8** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. [Clarification Statement: 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.]
- HS.LS3* *Heredity: Inheritance and Variation of Traits*
- HS.LS3.1** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]
- 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. [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]
- HS.LS3.3** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. [Clarification Statement: 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.] [Assessment Boundary: Assessment

does not include Hardy-Weinberg calculations.]

*HS.LS4 Biological Evolution: Unity and Diversity*

- HS.LS4.1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.** [Clarification Statement: 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.]
- 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.** [Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on 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 Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.]
- HS.LS4.3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.** [Clarification Statement: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.] [Assessment Boundary: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.]
- HS.LS4.4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.** [Clarification Statement: 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.]
- HS.LS4.5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.** ^ [Clarification Statement: 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.]

**HS.LS4.6**      **Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.\*** [Clarification Statement: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.]

\*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.

## High School Physical Science

### Grade 9-12 Physical Science

*HS.PS1 Matter and Its Interactions*

**HS.PS1.1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.** [Clarification Statement: 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 Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]

**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.** [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] [Assessment Boundary: Assessment is limited to chemical reactions involving main group elements and combustion reactions.]

**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.** [Clarification Statement: Emphasis is on understanding the strengths 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 Boundary: Assessment does not include Raoult's law calculations of vapor pressure.]

**HS.PS1.4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.** [Clarification Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.] [Assessment Boundary: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.]

**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.** [Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.] [Assessment

Boundary: 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.]

**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.\*** [Clarification Statement: 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 Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.]

**HS.PS1.7** **Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.** [Clarification Statement: 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 Boundary: Assessment does not include complex chemical reactions.]

**HS.PS1.8** **Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.** [Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.] [Assessment Boundary: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.]

*HS.PS2* *Motion and Stability: Forces and Interactions*

**HS.PS2.1** **Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.** [Clarification Statement: 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 Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]

- 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.**  
[Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]
- HS.PS2.3**      **Apply scientific and engineering ideas to design, evaluation, and refine a device that minimized the force on a macroscopic object during a collision. \*** [Clarification Statement: 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 Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]
- HS.PS2.4**      **Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.** [Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]
- 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.** [Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]
- HS.PS2.6**      **Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.\*** [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] [Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]

*HS.PS3*      *Energy*

- HS.PS3.1**      **Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.** [Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.] [Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.]

- HS.PS3.2**      **Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.** [Clarification Statement: 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, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.]
- 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.\*** [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]
- 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).** [Clarification Statement: 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 Boundary: Assessment is limited to investigations based on materials and tools provided to students.]
- 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.** [Clarification Statement: 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, including an explanation of how the change in energy of the objects is related to the change in energy of the field.] [Assessment Boundary: Assessment is limited to systems containing two objects.]
- HS.PS4*      *Waves and Their Applications in Technologies for Information Transfer*
- HS.PS4.1**      **Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.** [Clarification Statement: 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 the Earth.] [Assessment Boundary: Assessment is limited to algebraic relationships and describing those relationships qualitatively.]
- HS.PS4.2**      **Evaluate questions about the advantages of using a digital transmission and storage**

**of information.** [Clarification Statement: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.]

**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.** [Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.] [Assessment Boundary: Assessment does not include using quantum theory.]

**HS.PS4.4 Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.** <sup>^</sup> [Clarification Statement: Emphasis is on the idea that different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.] [Assessment Boundary: Assessment is limited to qualitative descriptions.]

**HS.PS4.5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.\*** [Clarification Statement: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.] [Assessment Boundary: Assessments are limited to qualitative information. Assessments do not include band theory.]

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<sup>^</sup>This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.