

May 6, 2015

The science standards work group made two language updates to the standards based on public comment received.

1. The Middle School Life Science Conceptual Understanding on page 23 had a statement that was incomplete. The statement described what plants use to make sugars, but left out some components. Therefore, the group rewrote the statement to include other factors, as follows:

“Plants use resources from the environment and energy from light to make sugars through photosynthesis.”

2. The High School Life Science Standards had one error that affected readability of the standard. The workgroup updated standards HS-LS2-6, as follows:

“Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms under stable conditions; however, moderate to extreme fluctuations in conditions may result in new ecosystems.”

3. Page 8 – Added language to the introduction, as follows:

“The concepts and content in the science standards represent the most current research in science and science education. All theories are presented in a way that allows teachers to structure an experience around multiple pieces of scientific evidence and competing ideas to allow students to engage in an objective discussion. The theories are presented because they have a large body of scientific evidence that supports them. These standards were developed in such a manner to encourage students to analyze all forms of scientific evidence and draw their own conclusions.”

Sam Shaw

Division of Learning and Instruction

South Dakota Department of Education