south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Science

Core Content Connectors (CCCs)

and

Achievement Level Descriptors (ALDs)

Alternate Academic Achievement Standards (AAAS)

linked to the 2024 South Dakota Science Standards

High School Grades 9-12

Updated June 2025

How to Read the Grade Level Core Content Connectors

The South Dakota (SD) Science Core Content Connectors (CCCs) are alternate academic achievement standards (AAAS) for students with the most significant cognitive disabilities. They are intended to promote access to grade-level content standards by pinpointing the big ideas and concepts of the *2024 South Dakota Science Standards*. The CCCs reflect rigorous science expectations and opportunities for students to learn essential science concepts and procedures given guidance from peers and adults, so that all students can engage in sophisticated science and engineering practices.

As shown in the illustration below, each set of CCCs has a title. The title reveals the organization of the CCCs, which is based on the Disciplinary Core Ideas from the *Framework for K-12 Science Education*. Below the title is the corresponding SD Science Standard. Below the standard is the CCC (listed left to right) to address the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts that, when combined, address the "big idea" of the SD science standard above.

Science and Engineering Practices
The blue shaded text on the left includes the CCC for the science and engineering practices used to address the SD science standard listed above. The bold headings are derived from the eight categories detailed in the *Framework for K-12 Science Education*.

Disciplinary Core Ideas
The orange shaded text in the middle includes the CCCs to address the SD science standard listed above. The CCCs are arranged by bold headings representing how the core ideas in the *Framework for K-12 Science Education* are divided into a total of 39 sub-ideas representing the 11 core ideas: four in Life Science, four in Physical Science, and three in Earth and Space Science. The CCCs represent what students should understand about that sub-idea at the end of the grade. The CCCs are bulleted to be certain that each statement is distinct.

Crosscutting Concepts
The green shaded text on the right includes the CCCs to address the SD science standard listed above. The CCCs are arranged by bold headings which are derived from the seven categories detailed in the *Framework for K-12 Science Education*.

Grade. Title		
South Dakota Science Standard Code. South Dakota science standard descriptor.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Planning and Carrying Out Investigations With guidance and support from peers and adults, investigate …	**PS2.A: Forces and Motion** • Recognize that …	**Cause and Effect** With guidance and support from peers and adults, compare the effect …

How to Read the Achievement Level Descriptors

The South Dakota (SD) Achievement Level Descriptors (ALDs) are used to evaluate student performance on state assessments in South Dakota, which are administered to students in grades 3-8 and 11. ALDs describe what students should know and be able to do at different levels of achievement for each tested grade and subject. These descriptors help educators, parents, and students understand the expectations for academic performance and what skills and knowledge are associated with each achievement level.

Policy ALDs below describe general student performance, whereas Range ALDs found under each grade 3 through 12 CCC are specific to the content of that standard. Range ALDs are not available for grades K-2, as these grades do not participate in the state assessment program.

The Policy ALDs are as follows:

- **Not met**- A student whose achievement level is Not Met demonstrates a level of understanding that is at a very preliminary level. This student's understanding is nonexistent or incomplete, and he or she has difficulty meeting the standard.
- **Nearly Met**- A student whose achievement level is Nearly Met demonstrates some understanding of the content of the standard, but that understanding is incomplete and does not yet meet the expectations found in the Core Content Connectors. This student's understanding is partial but emerging.
- **Met**- A student whose achievement level is Met demonstrates an understanding of the Disciplinary Core Ideas and/or Science and Engineering Practices and/or Crosscutting Concepts within the standard at the conceptual level described in the Core Content Connectors.
- **Exceeded**- A student whose achievement level is Exceeded demonstrates a level of understanding that includes the ability to "bring together" the Disciplinary Core Ideas and/or Science and Engineering Practices and/or Crosscutting Concepts associated with the standard.

Policy Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
A student whose achievement level is Not Met demonstrates a level of understanding that is at a very preliminary level. This student's understanding is nonexistent or incomplete, and he or she has difficulty meeting the standard.	A student whose achievement level is Nearly Met demonstrates some understanding of the content of the standard, but that understanding is incomplete and does not yet meet the expectations found in the Core Content Connectors. This student's understanding is partial but emerging.	A student whose achievement level is Met demonstrates an understanding of the Disciplinary Core Ideas and/or Science and Engineering Practices and/or Crosscutting Concepts within the standard at the conceptual level described in the Core Content Connectors.	A student whose achievement level is Exceeded demonstrates a level of understanding that includes the ability to "bring together" the Disciplinary Core Ideas and/or Science and Engineering Practices and/or Crosscutting Concepts associated with the standard.

Core Content Connectors (CCCs) linked to the 2024 South Dakota Science Standards and Achievement Level Descriptors (ALDs)

High School Grades 9-12

High School Physical Science Conceptual Understanding:

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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to construct a model (e.g., a model that shows an atom's nucleus as made of protons and neutrons, and is surrounded by electrons) to describe the relationships between elements in the periodic table and the structure of atoms (e.g., arrangement of the main groups of the periodic table reflects the patterns of outermost electrons).	**PS1.A: Structure and Properties of Matter** • Recognize that that elements are organized in the periodic table horizontally by the number of protons equal to the number of electrons (in a neutral atom) in the atom's nucleus. • Recognize that properties vary in a regular pattern across the rows (periods) and down the columns (families or groups) in the periodic table. • Recognize the importance of the atom's outermost electrons in determining the chemical and physical properties of an element. • Predict the properties of elements using the periodic table.	**Patterns** Work with peers to show how patterns may be observed and can provide evidence for causality in explanations of phenomena (i.e., repeating patterns of the periodic table reflect patterns of outer electron states).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize the Periodic Table. Recognize atomic structure.	Identify elements of the Periodic Table. Identify electrons in atomic structure.	Recognize why elements are arranged the way they are in the Periodic Table. Recognize importance of outermost electrons.	Describe the patterns in the elements arranged in the Periodic Table. Describe why outermost electrons are important for chemical and physical properties.

HS-PS1 Matter and Its Interactions			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Constructing Explanations and Designing Solutions Work with peers to construct an explanation for how the patterns of outermost electrons or the electronegativity of elements can be used to predict the number or types of bonds each element forms.	**PS1.A: Structure and Properties of Matter** • Identify an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms. • Identify an explanation for the outcome of a simple chemical reaction based on trends in the periodic table.	**Patterns** Work with peers to construct an explanation for a prediction based on evidence (e.g., knowledge of the chemical properties of the elements involved in a simple chemical reaction can be used to describe and predict chemical reactions).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize when a chemical change takes place.	Recognize a pure substance that would be part of a chemical reaction.	Identify the outcome of a simple chemical reaction (e.g., list of possible products).	Explain the outcome of a simple chemical reaction based on outermost electrons and the Periodic Table.

HS-PS1 Matter and Its Interactions		
HS-PS1-3. Plan and carry out an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Planning and Carrying Out Investigations Work with peers to develop an investigation plan and describe the data to be collected (e.g., melting point and boiling point, volatility, surface tension) that would support inferences about the strength of electrical forces between particles.	**PS1.A: Structure and Properties of Matter** • Identify bulk properties of substances (i.e., melting point, boiling point, and surface tension). • Identify that electrical forces within and between atoms can keep particles close together.	**Patterns** Work with peers to show how patterns can provide evidence of the causal relationships between the strength of the electrical forces between particles and the structure of substances at the bulk scale (e.g., when water is boiled, the molecules are still present but further apart).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify a state of matter.	Identify the properties of matter (e.g., melting point, boiling point, pressure, surface tension).	Use data about different materials to recognize that some bonds are stronger than others.	Use data to determine which substances have stronger bonds (e.g., boiling point of water versus boiling point of olive oil).

HS-PS1 Matter and Its Interactions			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Developing and Using Models Work with peers to develop or use models to show the idea that a chemical reaction is a system that affects the energy change (e.g., graphs showing the relative energies of reactants and products, and representations showing energy is conserved).	**PS1.A: Structure and Properties of Matter** • Determine whether energy is released or absorbed in a chemical reaction system using data presented in a table or graph.	**Energy and Matter** Work with peers to illustrate how changes of energy and matter in a system can be described in terms of energy and matter flowing into, out of, and within that system (e.g., breaking bonds requires an input of energy from the system or surroundings and forming bonds releases energy to the system and the surroundings).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify a reaction that requires energy to occur (e.g., photosynthesis, baking bread).	Identify a reaction that has either released energy or absorbed energy (e.g., lighting a match, cooking an egg).	Recognize that the rate of a reaction will change if more or less energy is available for use (e.g., ice will melt faster; water will boil faster).	Use a model to determine whether energy is released or absorbed in a chemical reaction system.

HS-PS1 Matter and Its Interactions			
HS-PS1-5. Construct an explanation based on evidence about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Constructing Explanations and Designing Solutions Work with peers to construct an explanation relating the idea of the kinetic of colliding particles to reaction rate (e.g., evidence of a pattern that increases in temperature usually increase the reaction rate, and vice versa).	**PS1.B: Chemical Reactions** • Identify the effects of changing the temperature of the reacting particles at the rate at which a simple reaction (i.e., two reactants) occurs using a model (e.g., a table of data) of the number and energy of collisions between particles. • Identify the effects of changing the concentration of the reacting particles at the rate at which a simple reaction (i.e., two reactants) occurs using a model (e.g., a table of data) of the number and energy of collisions between particles.	**Patterns** Work with peers to describe evidence (e.g., a table of data) of a pattern that increases in concentration (e.g., a change in one concentration while the other concentration is held constant) increase the reaction rate, and vice versa.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize that a chemical reaction can happen fast or slow.	Recognize that changes in conditions will affect reaction rates.	Identify effects of changing temperature on the reaction rate of a simple reaction.	Identify other factors that can be changed to speed up or slow down a reaction.

HS-PS1 Matter and Its Interactions		
HS-PS1-6. Refine the design of a chemical reaction system by specifying a change in conditions that would produce increased amounts of products at equilibrium. Alignment may include 9-12 ETS1-3		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Constructing Explanations and Designing Solutions Work with peers to use Le Chatelier's Principle to describe the relative quantities of a product before and after changes to a given chemical reaction system (e.g., concentration increases, decreases, or stays the same).	**PS1.B: Chemical Reactions** • Identify a change in one variable (i.e., temperature, concentration, pressure) of a chemical equation that would produce increased amounts of products at equilibrium. **ETS1.B: Developing Possible Solutions** • Identify a design of a chemical reaction system by specifying a change in conditions that would produce increased amounts of products at equilibrium. • Use a design to identify the connection between changes made at the macroscopic level and what happens at the molecular level.	**Stability and Change** Work with peers to identify explanations of how things change and how they remain stable (e.g., how, at a molecular level, a stress involving a change to one component of an equilibrium system affects other components).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify the changes during a chemical reaction.	Identify the conditions present in a chemical reaction.	Explain that changes in the conditions of a reaction result in changes in the amount of product produced.	Predict what would happen to either the reactants or the products of a reaction when a condition is changed.

HS-PS1 Matter and Its Interactions			
HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Using Mathematics and Computational Thinking Work with peers to use a mathematical representation to calculate the mass of any component of a reaction, given any other component.	**PS1.B: Chemical Reactions** • Identify a chemical equation, showing reactants and products of a chemical reaction, which illustrates the claim that matter (i.e., atoms) is neither created nor destroyed during a chemical reaction. • Identify a mathematical representation (e.g., table, graph) or pictorial depictions that illustrates the claim that mass is conserved during a chemical reaction.	**Energy and Matter** Work with peers to develop a model to support the claim that atoms, and therefore mass, are conserved during a chemical reaction in closed systems.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize that matter can change but cannot be destroyed.	Exposed to a chemical equation.	Identify a balanced chemical equation showing reactants and products.	Explain why an equation must be balanced to show that matter is neither created nor destroyed.

HS-PS1 Matter and Its Interactions		
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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to develop models to illustrate the relationships between components underlying the nuclear processes of 1) fission, 2) fusion and 3) alpha, beta, or gamma radioactive decays.	**PS1.C: Nuclear Processes** • Recognize that nuclear processes (i.e., fusion, fission, and radioactive decays), involve the release or absorption of energy. • Contrast changes during the processes of alpha, beta, or gamma radioactive decay using graphs or pictorial depictions of the composition of the nucleus of the atom and the energy released.	**Energy and Matter** Work with peers to illustrate that in nuclear processes, the total number of neutrons plus protons is the same both before and after the nuclear process, although the total number of protons and the total number of neutrons may be different before and after.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize the nucleus of an atom.	Identify models of fission, fusion, and radioactive decay.	Determine what nuclear process releases or absorbs energy.	Complete a model that illustrates fusion, fission, or radioactive decay.

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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Analyzing and Interpreting Data Work with peers to determine the relationship between an object's acceleration and the force applied across a range of data, by the formula a = F/m (e.g., double force yields double acceleration, etc.).	**PS2.A: Forces and Motion** • Predict changes in the motion of a macroscopic object, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force using data (e.g., tables or graphs of position or velocity as a function of time for an object subject to a net unbalanced force).	**Cause and Effect** Work with peers to identify and describe cause and effect relationships among the net force on a macroscopic object, its mass, and its acceleration (e.g., a more massive object experiencing the same net force as a less massive object has a smaller acceleration, and a larger net force on a given object produces a correspondingly larger acceleration).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify how an applied force can move an object (e.g., direction, big force, little force).	Compare objects and identify which object would take more force to move.	Recognize the relationship between force and an object's mass and acceleration.	Use mathematical data to support that the amount of force an object has changes when its mass or acceleration is changed.

HS-PS2 Motion and Stability: Forces and Interactions			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Using Mathematics and Computational Thinking Work with peers to use mathematical representations to model and describe momentum (as defined for a frame of reference) as the mass times the velocity of the object (P = mv).	**PS2.A: Forces and Motion** • Identify an example of the law of momentum conservation (e.g., in a collision, the momentum change of an object is equal to and opposite of the momentum change of the other object) represented using graphical or visual displays (e.g., pictures, pictographs, drawings, written observations, tables, charts).	**Systems and System Models** Work with peers to describe when a system interacts with objects outside itself, the total momentum of the system can change; analyze how that change is balanced by changes in the momentum of objects outside the system (i.e., conservation of momentum).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify an object that is in motion.	Recognize that forces affect objects.	Given a picture or model, recognize that a force will change the motion of an object.	Use a mathematical model to predict the amount of change in motion of an object in a given scenario.

HS-PS2 Motion and Stability: Forces and Interactions		
HS-PS2-3. Design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Alignment may include 9-12 ETS1-1, 9-12 ETS1-3		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Constructing Explanations and Designing Solutions Work with peers to evaluate a device based on its ability to minimize the force on the test object during a collision.	**PS2.A: Forces and Motion** • Evaluate a device (e.g., football helmet or a parachute) designed to minimize force by comparing data (i.e., momentum, mass, velocity, force, or time). **ETS1.A: Defining and Delimiting an Engineering Problem** • Identify the success in which a device protects an object from damage of a macroscopic object during a collision. **ETS1.C: Optimizing the Design Solution** • Modify a device design to improve its effectiveness of minimizing the force on a macroscopic object during a collision.	**Cause and Effect** Work with peers to test a device that minimizes the force on a macroscopic object during a collision and use the test results to improve the device's performance (e.g., extending the impact time, reducing the device's mass, considering cost-benefit analysis).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify a collision.	Identify ways to minimize the force in a collision (e.g., bumper, helmet, air bags in cars).	Use models to predict how impact is minimized when protective components are included.	Use data to describe the best device that will reduce impact in a collision.

HS-PS2 Motion and Stability: Forces and Interactions			
HS-PS2-4. (a) Use mathematical representations of Newton's Law of Gravitation to describe and predict gravitational force between objects. (b) use Mathematical representation of Coulomb's Law to describe and predict electrostatic force between objects			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Using Mathematics and Computational Thinking Work with peers to use given mathematical formulas to calculate the gravitational force between objects or predict the electrostatic force between charged objects.	**PS2.B: Types of Interactions** • Use Newton's law of universal gravitation as a mathematical model to qualitatively describe or predict the effects of gravitational forces in systems with two objects. • Use Coulomb's law to qualitatively describe or predict the electrostatic forces in systems with two objects.	**Patterns** Work with peers to describe and predict the effects of forces between distant objects that can be explained by fields using magnets or electric currents.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize that objects can be attracted to each other.	Identify gravity and its effect on objects.	Compare the effects of two forces when applied to a third (e.g., a balloon might stick to a wall with static, but will ultimately fall to the ground).	Identify mathematical data that shows that gravitational force is always constant.

HS-PS2 Motion and Stability: Forces and Interactions			
HS-PS2-5. Plan and carry out 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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Planning and Carrying Out Investigations Work with peers to conduct an investigation which includes the ideas that 1) an electric current produces a magnetic field and 2) a changing magnetic field produces an electric current.	**PS2.B: Types of Interactions** • Compare the relationship between changes in the magnetic field and the amount of electric current created using data.	**Cause and Effect** Work with peers to illustrate the relationship between electric currents and creation of magnetic fields and changing magnetic fields and inducement of electric currents.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize an electromagnet.	Identify a magnetic field around an electromagnet.	Identify ways to induce an electric current using a magnet.	Compare ways to increase either the magnetic force around an electromagnet or the amount of electric current produced using a magnet.

HS-PS2 Motion and Stability: Forces and Interactions		
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure (intermolecular forces) is important in the functioning of designed materials. Alignment may include 9-12-ETS1-1		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Obtaining, Evaluating, and Communicating Information Work with peers to communicate the evidence about how a material's properties make it suitable for use in its designed function.	**PS1.A: Structure and Properties of Matter** • Recognize the way tiny particles in materials stick together affects how those materials work. New materials can be made that do special jobs, like clothes that don't get wet or plastics that bend without breaking **PS2.B: Types of Interactions** • Identify different materials that have different molecular structures and properties which determine different functioning of the material (e.g., flexible, but durable). **ETS1.A: Defining and Delimiting an Engineering Problem** • Recognize that different materials have different design constraints which helps focus on making materials with the right particle connections to solve a specific problem.	**Structure and Function** Work with peers to illustrate that for all materials at the molecular-level, electrostatic forces result in contact forces (e.g., friction, normal forces, stickiness) on the macroscopic scale.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify an object's state of matter.	Identify that different states of matter have different properties.	Recognize that different matter have different molecular structures and properties that determine different functions.	Demonstrate how different matter have different properties because of differences at the molecular level.

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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Using Mathematics and Computational Thinking Work with peers to use a computational model to calculate changes in the energy of one component of the system when changes in the energy of the other components and the energy flows are known.	**PS3.A: Definitions of Energy** • Identify a model showing the change in the energy of one component in a system compared to the change in energy of another component in the system.	**Systems and System Models** Work with peers to calculate changes in the energy of one component of the system when changes in the energy of the other components are known (e.g., calculate changes in energy in an energy versus height graph that demonstrates that as an object falls, the potential energy will linearly decrease as the kinetic energy linearly increases).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify an example where the energy of a system changes (e.g., pushing a ball down a ramp, raising a book up, a cup of coffee cooling down).	Recognize how a component has changed when there has been an energy change (e.g., ball moves faster, ramp is steeper, cup cools down quicker in refrigerator).	Use a model that demonstrates changes in energy flows in relation to other components of the model.	Use mathematical data to show that the energy of a system has been conserved despite an observed change in energy.

HS-PS3 Energy		
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions and relative position of particles (objects).		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to use models (e.g., diagrams, drawings, descriptions) to show that the energy at the macroscopic scale is either motions of particles or energy stored in fields using models.	**PS3.A: Definitions of Energy** • Identify that two factors, an object's mass and height above the ground, affect gravity (i.e., energy stored due to position of an object above Earth) at the macroscopic level. **PS3.D: Energy in Chemical Processes and Everyday Life** • Identify models (drawings, diagrams, descriptions, and computer simulations) that explain energy conversion at the microscopic level (kinetic energy to thermal energy), the energy stored due to the position of an object above the earth, and the energy stored between two electrically charged plates. **ETS1.C: Optimizing the Design Solution** • Design a model or simulation that illustrates particle motion and position in a macroscopic system and provide options to change system boundaries and observe the effects.	**Energy and Matter** Work with peers to use models to demonstrate that in closed systems, the energy is conserved on both the macroscopic and particle (object) scales so that as one form of energy changes, the total system energy remains constant.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify a source of energy and the type of energy it represents (e.g., sun—light energy, fire—thermal energy).	Recognize that different types of energy can be classified as either kinetic or potential energy.	Use a model that shows how kinetic or potential energy in a system can change (e.g., moving faster, moving higher).	Compare two system models and explain which system has more kinetic or potential energy.

HS-PS3 Energy			
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. Alignment may include 9-12 ETS1-2			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**		**Crosscutting Concepts** **Core Content Connectors**
Constructing Explanations and Designing Solutions Work with peers to design a device that converts one form of energy into another form of energy and identify how its design can increase benefits for modern civilization while decreasing costs and risk.	**PS3.A: Definition of Energy** • Use a device to identify at a macroscopic scale, how energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. **PS3.D: Energy in Chemical Processes and Everyday Life** • Use a device to demonstrate that energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. **ETS1.C: Optimizing the Design Solution** • Use a device to emphasize both qualitative and quantitative evaluations of the design system.		**Energy and Matter** Work with peers to identify losses of energy by the design system to the surrounding environment.
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify the effects of energy.	Identify different forms of energy.	Identify a device that can convert energy.	Identify changes in energy from one form to another (e.g., in solar panels and wind turbines).

HS-PS3 Energy			
HS-PS3-4. Plan and carry out an investigation to provide evidence for the Second Law of Thermodynamics			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Planning and Carrying Out Investigations Work with peers to collect and record data that can be used to calculate the change in thermal energy of each of the two components of a system when two components of different temperature are combined within a closed system.	**PS3.B: Conservation of Energy and Energy Transfer** • Identify the temperatures of two liquids of different temperature before and after combining to show uniform energy distribution. **PS3.D: Energy in Chemical Processes and Everyday Life** • Identify that although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment.	**Systems and System Models** Work with peers to describe uncontrolled systems which evolve toward more stable states (i.e., toward more uniform energy distribution) (e.g., water flows downhill, objects hotter than their surrounding environment cool down).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Compare the relative temperature of two substances (warm versus cool).	Compare the temperature of two substances before and after combining.	Use data to show the temperature of two different substances before and after combining.	Predict what more mass of a substance would do to the transfer of heat to another substance.

HS-PS3 Energy			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Developing and Using Models Work with peers to develop and describe models which illustrate the forces and changes in energy involved when two objects interact (e.g., nature of the interaction, relative magnitude and the direction of the net force on each of the objects) or describe the relationships among components (i.e., change in the energy of the objects).	**PS3.C: Relationship Between Energy and Forces** • Use a model to identify the cause-and-effect relationships between forces produced by electric or magnetic fields and the change of energy of the objects in the system	**Cause and Effect** Work with peers to use a model to describe the cause-and-effect relationships on a qualitative level between forces (e.g., what happens when two charges of opposite polarity are near each other).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize that like poles repel each other and unlike poles attract each other.	Demonstrate how the orientation of magnets and the distance between them affects the behavior of the magnets.	Model magnetic behavior based on force (e.g., stronger magnets versus weaker magnets; number of paper clips one magnet can hold versus another).	Explain the effect of one magnet on the behavior of another magnet when distance or force is changed in an investigation.

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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Using Mathematics and Computational Thinking Work with peers to assess claims about frequency, wavelength, and speed of waves using a computational model when two quantities are known for waves traveling in specified media.	**PS4.A: Wave Properties** • Qualitatively describe cause and effect relationships between changes in wave speed and type of media through which the wave travels using mathematical and graphical representations.	**Cause and Effect** Work with peers to illustrate the relationships between frequency, wavelength, and speed of waves traveling in various media.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify different media that waves travel through (e.g., air, water, solid objects).	Identify a property of a wave (e.g., frequency, amplitude, wavelength).	Identify differences in frequency, wavelength, and amplitude by comparing waves traveling through different media.	Use data to explain how a medium impacts a wave's behavior when the wave travels through that medium (e.g., seismic waves, gelatin, ropes) by using data.

HS-PS4 Waves and Their Applications in Technologies for Information Transfer			
HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information. Alignment may include 9-12 ETS1-1			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Asking Questions and Defining Problems Work with peers to discuss answers to questions about the stability and importance of devices that store or transmit digital information (e.g., emailing your homework to a teacher, copying music, using the internet for research).	**PS4.A: Wave Properties** • Use data or qualitative scientific and technical information to evaluate whether features of a digital transmission or storage device are advantages or disadvantages. **ETS2.A: Interdependence of Science, Engineering and Technology** • Describe how information that is digitized (e.g., a picture stored as the values of an array of pixels) can be stored reliably and sent over long distances.	**Stability and Change** Work with peers to describe the stability of systems related to the advantages and disadvantages of digital transmission and storage of information.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify different types of digital resources (e.g., emails, text).	Identify how information can be stored reliably in computer memory.	Identify an advantage or disadvantage of a specific digital information technology.	Compare advantages and disadvantages of various means of digital information.

HS-PS4 Waves and Their Applications in Technologies for Information Transfer			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Engaging in Argument from Evidence Work with peers to explain how the wave model is useful for explaining many features of electromagnetic radiation; and how the phenomenon of the photoelectric effect supports the argument that electromagnetic radiation can be described by a particle model.	**PS4.B: Electromagnetic Radiation** • Identify a model or description of electromagnetic radiation (e.g., a radio, microwave, light) as a wave model. • Identify a model or description of electromagnetic radiation (e.g., radiant energy carried by sunlight) as a particle model.	**Systems and System Models** Work with peers to illustrate a wave model as the relationship of the amplitude and frequency of electromagnetic waves, and the particle model of electromagnetic radiation as a way to describe radiant energy.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify a model of electromagnetic radiation as a wave.	Identify how electromagnetic radiation travels as particles from the sun.	Describe radiant energy.	Explain the photoelectric effect.

HS-PS4 Waves and Their Applications in Technologies for Information Transfer			
HS-PS4-4. Engage in an evidence-based argument for effects that different frequencies of electromagnetic radiation have when absorbed by matter.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Engaging in Argument from Evidence Work with peers to evaluate the effects that different frequencies of electromagnetic radiation have when absorbed by matter	**PS4.B: Electromagnetic Radiation** • Recognize the relationship between the damage to living tissue from electromagnetic radiation and the energy of the radiation.	**Cause and Effect** Work with peers to describe the cause-and-effect reasoning for the claim that the energies of the photons involved are related to the degree of damage on living tissue caused by electromagnetic radiation.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify the source of different waves (e.g., light from the sun, sound from a speaker).	Identify that waves can come in varying wavelengths and amplitudes.	Compare two waves and their wavelengths to determine which wave has more thermal energy.	Recognize that as the size of the wavelength increases, the less easily it is absorbed by matter and the less thermal energy it releases.

HS-PS4 Waves and Their Applications in Technologies for Information Transfer		
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. Alignment may include 9-12 ETS1-1		
Science and Engineering Practices Core Content Connectors	**Disciplinary Core Ideas Core Content Connectors**	**Crosscutting Concepts Core Content Connectors**
Obtaining, Evaluating, and Communicating Information Work with peers to communicate technical information about technological devices that use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	**PS3.D: Energy in Chemical Processes and Everyday Life** • Identify solar celled human-made devices that likewise capture the sun's energy and produce electrical energy. **PS4.A: Wave Properties** • Identify information that can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. **PS4.B: Electromagnetic Radiation** • Identify photoelectric materials that emit electrons when they absorb light of a high-enough frequency. **PS4.C: Information Technologies and Instrumentation** • Identify examples of large amounts of information that can be stored and transmitted as a result of being digitized (e.g., a picture stored as the values of an array of pixels). **ETS2.A: Interdependence of Science, Engineering, and Technology** • Identify types of technology that use scientific knowledge about light and electromagnetic radiation to protect living things. For example, doctors use x-ray shields and special machines in hospitals to protect patients from harmful x-rays, UV-blocking sunglasses, sunscreen to block damaging UV light, and radiation detectors in space suits all use what scientists know about how different kinds of light interact with our bodies.	**Cause and Effect** Work with peers to discuss a device used to solve a real-world problem, and how people depend on the device (e.g., a computer which can store a picture as an array of pixels and send it over long distances as a series of wave pulses).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify common devices that use light or sound waves to transmit information.	Identify how common technological devices are used for different purposes.	Use evidence to show how some devices use light and sound waves to transmit and capture information.	Compare and evaluate how two different machines use electromagnetic waves and sound waves differently.

High School Life Science Conceptual Understanding:

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, tissue, and organs		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Constructing Explanations and Designing Solutions Work with peers to follow the chain of reasoning which explains that because all cells contain DNA, all cells contain genes that can code for the formation of proteins, and protein molecules have important functions which are necessary for the proper functioning of the cells, tissues and organs.	**LS1.A: Structure and Function** • Relate DNA molecules to the way cells store and use information to guide their functions. • Relate groups of specialized cells (e.g., heart cells, nerve cells, muscle cells, epithelial cells, fat cells, blood cells) within organisms to the performance of essential functions of life.	**Structure and Function** Work with peers to describe the basic life processes of all cells which includes the building of specific proteins using the instructions carried by genes within DNA.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that living things are made up of cells.	Recognize that DNA is found in the nucleus of the cell.	Identify that the DNA in a cell's nucleus is the genetic code that determines a cell's function.	Identify that body tissues are systems of specialized cells with similar functions (e.g., skin cells, muscle cells, brain cells) that use specific DNA structures.

HS-LS1 From Molecules to Organisms: Structures and Processes			
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Planning and Carrying Out Investigations Work with peers to investigate how the functions of major body systems contribute to the overall function of an organism.	**LS1.A: Structure and Function** • Identify a model of the levels of organization for structure and function in organisms which includes cells, tissues, organs, and organ systems.	**Stability and Change** Work with peers to describe a model which illustrates how the interaction between systems provides specific functions in multicellular organisms.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize one of the levels of biological organization.	Use a model to identify different levels of biological organization in an organism.	Identify the structure and function of different organs.	Explain similarities and differences in structure and functions between organisms.

HS-LS1 From Molecules to Organisms: Structures and Processes			
HS-LS1-3. Plan and carry out an investigation to provide evidence that feedback mechanisms maintain homeostasis.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Planning and Carrying Out Investigations Work with peers to collect and record changes in the external environment and organisms' responses as a function of time.	**LS1.A: Structure and Function** • Identify how different organisms react (e.g., heart rate, body temperature) to changes in their external environment.	**Stability and Change** Work with peers to relate changes in a living organism's external environment to feedback mechanisms (positive and negative) which allow the organism to remain alive and functional.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify stimuli that lead to reactions in a living system (e.g., temperature, amount of light present, sounds, smells).	Identify ways the body reacts to stimuli to maintain homeostasis (e.g., sweating when hot, increasing heart rate and breathing during exercise, pupils reacting to light).	Use data (graphical or in a table) to identify changes in body systems during exercise or other activities. (Graphs should show the body's response and a return to homeostasis).	Identify the correct sequence of steps necessary in an investigation to show how an organism reacts to stimuli (e.g., eye reacting to light, heart or lungs reacting to exercise).

HS-LS1 From Molecules to Organisms: Structures and Processes		
HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to develop a model which illustrates that when a cell divides in two, it passes identical genetic material to two daughter cells, and successive divisions produce many cells which can differentiate to create different cell types to maintain a complex organism.	**LS1.B: Growth and Development of Organisms** • Identify how growth occurs when cells multiply (i.e., mitosis) using a model.	**Systems and System Models** Work with peers to identify and describe the components of the model relevant for illustrating the role of mitosis and differentiation in producing and maintaining complex organisms.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that cells divide.	Identify a model of the cellular division process.	Use a model to illustrate how cellular division contributes to the growth and development of the organism.	Explain how cellular division contributes to the growth and development of the organism.

HS-LS1 From Molecules to Organisms: Structures and Processes			
HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Developing and Using Models Work with peers to develop a model which illustrates that photosynthesis transforms light energy into stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.	**LS1.C: Organization for Matter and Energy Flow in Organisms** • Recognize that photosynthesis results in the conversion of light energy to stored chemical energy.	**Energy and Matter** Work with peers to use the model to describe that plants, algae (including phytoplankton), and other energy fixing microorganisms use sunlight, water, and carbon dioxide to facilitate photosynthesis, which stores energy, forms plant matter, releases oxygen, and maintains plants' activities.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that plants make their own food with energy from the sun.	Recognize the purpose of photosynthesis.	Identify what a plant uses (e.g., sunlight, water) and what a plant produces (e.g., food, oxygen) during photosynthesis (e.g., fill in the missing part of the model).	Use a model (using words or pictures) to explain the overall process of photosynthesis.

HS-LS1 From Molecules to Organisms: Structures and Processes		
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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Constructing Explanations and Designing Solutions Work with peers to use a model to explain the relationship between the carbon, hydrogen, and oxygen atoms from sugar molecules ingested by an organism and those same atoms found in amino acids and other large carbon-based molecules.	**LS1.C: Organization for Matter and Energy Flow in Organisms** • Identify a model which demonstrates how organisms take in matter (allowing growth and maintenance) and rearrange the atoms in chemical reactions to form different products.	**Energy and Matter** Work with peers to describe how matter and energy flow through different organizational levels of living systems through chemical reactions between sugars and other substances to form different products (i.e., amino acids and other complex carbon-based molecules).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify the simple molecule that organisms need for survival.	Recognize that plants and animals rely on sugar molecules to create other molecules necessary for survival.	Identify a model of the process of creating other molecules from sugar molecules.	Explain how the elements that make up sugar molecules can be used to form other molecules (e.g., amino acids, DNA, proteins).

HS-LS1 From Molecules to Organisms: Structures and Processes			
HS-LS1-7. Use a model of the major inputs and outputs of cellular respiration (aerobic and anaerobic) to exemplify the chemical process in which the bonds of food molecules are broken, the bonds of new compounds are formed, and a net transfer of energy results.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Developing and Using Models Work with peers to develop a model which illustrates that cellular respiration is a chemical reaction of oxygen and food molecules that releases energy as the matter is rearranged.	**LS1.C: Organization for Matter and Energy Flow in Organisms** • Identify respiration as the transfer of stored energy to the cell to sustain life's processes (i.e., energy to muscles or energy for maintaining body temperature).	**Energy and Matter** Work with peers to use the model to describe that during cellular respiration the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to cells to sustain life's processes.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify the reasons why consumers need food and air.	Identify the molecules that are involved in cellular respiration.	Use a model of cellular respiration to illustrate the input and output of the process.	Given a scenario, describe how food and oxygen molecules are used in the process of 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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Using Mathematics and Computational Thinking Work with peers to use a given mathematical and/or computational representation to identify the factors that have the largest effect on the carrying capacity of an ecosystem for a given population.	**LS2.A: Interdependent Relationships in Ecosystems** • Recognize that the carrying capacities of ecosystems are related to the availability of living and nonliving resources and challenges (e.g., predation, competition, disease). • Use a graphical representation to identify carrying capacities in ecosystems as limits to the numbers of organisms or populations they can support.	**Scale, Proportion, and Quantity** Work with peers to use a given mathematical and/or computational representation to show the significance of a factor (e.g., resources, climate, and competition) is dependent on the scale (e.g., a pond vs. an ocean) at which it occurs.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify an ecosystem.	Recognize how animals depend on other organisms to survive.	Use data to explain the patterns and/or trends between population size and the availability of resources.	Use a graphical representation to describe how the population of an organism changes over time if an environmental factor changes.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics		
HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Using Mathematics and Computational Thinking Work with peers to use a given mathematical and/or computational representation to identify the most important factors that determine biodiversity or population numbers of an ecosystem.	**LS2.A: Interdependent Relationships in Ecosystems** • Use mathematical representations (trends, averages, or graphs) to identify dependencies of an animal population on other organisms for food and their environment for shelter.	**Scale, Proportion, and Quantity** Work with peers to illustrate how ecosystems can exist in the same location on a variety of scales (e.g., plants and animals vs. microbes).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify the needs of a common plant or animal.	Recognize the interdependence of two or more organisms in an ecosystem.	Identify how modest changes affect stability in ecosystems.	Predict changes in an ecosystem if there are modest versus extreme changes.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics		
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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Constructing Explanations and Designing Solutions Work with peers to explain how energy from photosynthesis and respiration drives the cycling of matter and flow of energy under aerobic or anaerobic conditions within an ecosystem.	**LS2.B: Cycle of Matter and Energy Transfer in Ecosystems** • Recognize a model of the flow of matter or energy in aerobic respiration. • Recognize a model of the flow of matter or energy in anaerobic respiration.	**Energy and Matter** Work with peers to make the connections across the concepts that energy inputs to cells occur either by photosynthesis or by taking in food and that the flow of matter into and out of cells must therefore be driven by the energy captured by photosynthesis or obtained by taking in food and released by respiration.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that matter cycles and energy flows through an ecosystem.	Identify anaerobic or aerobic conditions in an ecosystem.	Recognize the difference between aerobic and anaerobic conditions.	Use a graphical representation to describe how one form of respiration is more efficient than the other in releasing energy.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics		
HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Using Mathematical and Computational Thinking Work with peers to use a mathematical representation of a food web to identify the relative proportion of organisms at each trophic level (i.e., identifying producers as the lowest trophic level having the greatest biomass and energy and consumers decreasing in numbers at higher trophic levels).	**LS2.B: Cycles of Matter and Energy Transfer in Ecosystems** • Use a graphical representation to identify the changes in the amount of matter as it travels through a food web. • Use a graphical representation to identify the changes in the amount of energy as it travels through a food web.	**Energy and Matter** Work with peers to use a mathematical representation of a food web to identify the transfer of energy and matter between trophic levels.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that matter and energy flow through food chains.	Identify the types of matter and energy that flow through a food web.	Diagram the movement of matter and energy through a food web (ecosystem).	Given an example of a food web, explain why there are more producers than consumers in an ecosystem.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics		
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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to develop a model of the components of an ecosystem to identify the inputs and outputs of photosynthesis; the inputs and outputs of cellular respiration; and the biosphere, atmosphere, hydrosphere, and geosphere.	**LS2.B: Cycles of Matter and Energy Transfer in Ecosystems** • Use a model of photosynthesis to identify that carbon is exchanged between living and nonliving systems. • Use a model of cellular respiration to identify that carbon is exchanged between living and nonliving systems.	**Systems and System Models** Work with peers to describe the contribution of photosynthesis and cellular respiration to the exchange of carbon within and among the biosphere, atmosphere, hydrosphere, and geosphere in the model.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify what a plant needs to make its own food.	Recognize the purpose/importance of photosynthesis and respiration to plants.	Identify that the outputs of photosynthesis are the inputs of respiration, and the outputs of respiration are the inputs of photosynthesis.	Describe the link between photosynthesis and cellular respiration in the carbon cycle.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics		
HS-LS2-6. 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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Engaging in Argument from Evidence Work with peers to use evidence (e.g., data) to support the argument that resiliency of an ecosystem is subject to the degree of change in the biological and physical environment of that ecosystem.	**LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • Use evidence to identify how modest biological or physical changes versus extreme changes affect stability and change (e.g., number and types of organisms) in ecosystems.	**Stability and Change** Work with peers to describe evidence (in the form of data, information, or other appropriate forms) of factors that affect biodiversity; the relationships between species and the physical environment in an ecosystem; and the changes in the numbers of species and organisms in an ecosystem that have been subject to a modest or extreme change in ecosystem conditions.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Differentiate between biotic and abiotic factors of an ecosystem.	Identify how an abiotic factor affects and changes a population (e.g., sunlight, water, soil).	Classify natural and human-initiated changes in the physical environment that could affect a population.	Describe how a change can affect the physical and biological environment and, in turn, affect the populations in an ecosystem.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics		
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Alignment may include 9-12 ETS1-2, 9-12 ETS1-3		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Constructing Explanations and Designing Solutions Work with peers to design a solution that involves reducing the negative effects of human activities on the environment and biodiversity.	**LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • Describe how people can help protect the Earth's environment and biodiversity (e.g., preserving ecosystems) and how a human activity would threaten Earth's environment and biodiversity (e.g., pollution, damaging habitats, over hunting). **LS4.D Biodiversity and Humans** • Describe how biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). • Describe how humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. **ETS1.B: Developing Possible Solutions** • Identify a solution for reducing the impacts of human activities on the environment and biodiversity. **ETS1.C: Optimizing the Design Solution** • Identify possible constraints on the design solution such as cost, safety, reliability and aesthetics and consider possible social, cultural and environmental impacts they may have.	**Stability and Change** Work with peers to evaluate the proposed solution for its impact on overall environmental stability and changes.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify human activities that can be harmful to Earth.	Identify human activities that can be harmful to Earth and match the human activity with its effect on Earth.	Identify human activities that can have a negative effect on Earth and then identify a solution that reduces its impact on the environment.	Describe a solution to reduce the impact of human activities on the environment.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics		
HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Engaging in Argument from Evidence Work with peers to evaluate evidence to support the claim that group behavior can increase the chances for an individual and a species to survive and reproduce.	**LS2.D: Social Interactions and Group Behavior** • Evaluate evidence supporting the outcome of group behavior (e.g., life expectancy, species' chances to survive and reproduce).	**Cause and Effect** Work with peers to evaluate evidence for causal relationships between specific group behaviors (e.g., flocking, schooling, herding, cooperative hunting, migrating, swarming) and individual survival and reproduction rates.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify potential threats to a population of animals.	Identify a group behavior that helps an animal species survive.	Given a group behavior, describe how that behavior helps individuals and species to survive and reproduce.	Use data (pictorial, graphical, or tabular) to illustrate the positive impact of group behavior on an animal's species.

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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Asking Questions and Defining Problems Work with peers to ask questions to understand that the genetic instructions for forming species' characteristics are carried in the chromosomes; each chromosome consists of a single DNA molecule; and that genes are the regions in the DNA that contain the instructions that code for the formation of proteins.	**LS3.A: Inheritance of Traits** • Recognize that DNA molecules in all cells contain the instructions for traits passed from parents to offspring.	**Cause and Effect** Work with peers to describe the cause-and-effect relationships between DNA, the proteins it codes for, and the resulting traits observed in an organism.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify different types of traits (biological phenotypes).	Identify traits passed from parents to offspring.	Recognize that DNA in all cells contains the instructions for traits passed from parents to offspring.	Explain how traits can vary in a population because of changes in DNA.

HS-LS3 Heredity: Inheritance and Variation of Traits		
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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Engaging in Argument from Evidence Work with peers to describe evidence that supports the claim that inheritable genetic variations may result from environmental factors.	**LS3.B: Variation of Traits** • Identify a model showing evidence that parents and offspring may have different traits. • Recognize that meiosis is a process which distributes genetic material among the new cells (i.e., gametes) produced, which results in genetic variation. • Recognize that when DNA makes a copy of itself, sometimes errors occur that may lead to genetic variations. • Identify examples of mutations in DNA caused by environmental factors.	**Cause and Effect** Work with peers to illustrate the cause-and-effect relationship of how chromosomes can sometimes swap sections during the process of meiosis (cell division), which creates gametes that contain new combinations of genes, which helps maximize the genetic diversity of any offspring (e.g., physical characteristics such as eye color).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that traits are determined by genetic information (DNA) that is kept in the chromosome.	Identify a reason why two siblings can have different characteristics even though they have the same parents.	Identify the causes of genetic variation.	Given a scenario, explain why reproduction may or may not result in offspring with different traits.

HS-LS3 Heredity: Inheritance and Variation of Traits			
HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Analyzing and Interpreting Data Work with peers to use appropriate statistical analyses of data, including probability measures, to show how variation and distribution of observed traits depend on both genetic and environmental factors.	**LS3.B: Variation of Traits** • Calculate the probability (e.g., two out of four) of a particular trait in an offspring based on a completed Punnett square. • Identify examples, using data, of environmental factors which affect the expression of traits, and so then affect the probability of occurrences of traits in a population.	**Scale, Proportion, and Quantity** Work with peers to identify and use patterns in a statistical analysis to predict changes in trait distribution within a population if environmental variables change.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Match a trait that a parent and offspring have in common.	Identify that a Punnett square can be used to determine traits that can be passed on to offspring.	Use a Punnett square to explore the probability of a particular trait appearing in offspring.	Use a Punnett square to determine the probability of two traits passed on to offspring.

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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Obtaining, Evaluating, and Communicating Information Work with peers to identify and communicate evidence for common ancestry and biological evolution (i.e., patterns in the fossil record; DNA sequences).	**LS4.A: Evidence of Common Ancestry and Diversity** • Identify patterns (e.g., DNA sequences, fossil records) as evidence to a claim of common ancestry.	**Patterns** Work with peers to identify that patterns observed (i.e., DNA sequences, fossil records) provide evidence for relationships relating to biological evolution and common ancestry.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify similarities of physical characteristics in different organisms.	Identify patterns of physical characteristics in different organisms.	Compare changes in fossil records to identify evidence of a common ancestor.	Identify multiple examples of evidence of a common ancestor.

HS-LS4 Biological Evolution: Unity and Diversity			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Constructing Explanations and Designing Solutions Work with peers to explain how traits that positively affect survival are more likely to be reproduced and thus are more common in the population.	**LS4.A: Evidence of Common Ancestry and Diversity** • Recognize that as a species grows in number, competition for limited resources also increases. • Recognize that different individuals have specific traits that give advantages (e.g., survive and reproduce at higher rates) over other individuals in the species. • Identify how evolution may be a result of genetic variation through mutations and sexual reproduction in a species that is passed on to their offspring.	**Cause and Effect** Work with peers to describe the cause-and-effect relationship of how competition for resources and mates, and conditions in the environment can affect which individuals survive, reproduce, and pass their traits on to future generations.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify evolution as a process that results in species developing beneficial characteristics.	Identify new characteristics caused by evolution that increase the chances of survival.	Determine which factor(s) (e.g., an inherited genetic variation, limited resources, organisms that were more fit to survive in an environment) resulted in a specific adaptation within a species.	Given a scenario (e.g., limited resources), describe an adaptation that a specific species may develop and pass on to future generations.

HS-LS4 Biological Evolution: Unity and Diversity			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Analyzing and Interpreting Data Work with peers to use basic statistical and graphical analysis to interpret the distribution of genetic traits over time.	**LS4.B: Natural Selection** • Use patterns in data to identify how heritable variations in a trait may lead to an increasing proportion of individuals within a population with that trait (i.e., an advantageous characteristic).	**Patterns** Work with peers to use basic statistical and graphical analysis to interpret the distribution of genetic traits over time.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that some organisms survive better in certain environments.	Identify an advantageous inheritable trait.	Given a scenario of similar organisms with different traits, explain why an organism will likely survive based on the given environment (e.g., birds with different-shaped beaks trying to eat insects).	Use data (pictorial, graphical, or tabular) to explain why there is an increased probability of individual organisms exhibiting an advantageous trait over time.

HS-LS4 Biological Evolution: Unity and Diversity			
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Constructing Explanations and Designing Solutions Work with peers to explain how natural selection provides a mechanism for species to adapt to changes in their environment, which leads to a population that is adapted to a particular environment.	**LS4.C: Adaptation** • Use data to provide evidence for how specific biotic or abiotic differences in ecosystems (e.g., ranges of seasonal temperature, acidity, light, geographic barriers) support the claim that organisms with an advantageous heritable trait are better able to survive over time.	**Cause and Effect** Work with peers to identify the cause and effect relationship between natural selection and adaptation (e.g., changes in a population when some feature of the environment changes).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify a trait.	Identify a trait that would give an organism a better chance of survival in a specific environment.	Explain why organisms with beneficial traits are more likely to survive and reproduce.	Describe how over time, populations become better adapted to a specific environment.

HS-LS4 Biological Evolution: Unity and Diversity		
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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Engaging in Argument from Evidence Work with peers to identify and evaluate evidence (e.g., in the form of data, information, models, or other appropriate forms) 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, or (3) the extinction of other species.	**LS4.C: Adaptation** • Recognize that species become extinct because they can no longer survive and reproduce given changes in the environment. • Recognize the relationship between naturally occurring or human-induced changes in the environment (e.g., drought, flood, deforestation, fishing, application of fertilizers) and the expression of traits in a species (e.g., peppered moth studies).	**Cause and Effect** Work with peers to identify relationships between environmental changes and 1) the changes in the number of individuals in each species, 2) the number of species in an environment, or 3) the emergence or extinction of species.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify the survival needs of the organisms present in a specific environment.	Identify a gradual change in a specific environment (e.g., deforestation, fishing, fertilizer application, drought, or flood).	Explain how a gradual change in the environment can cause changes in organisms.	Use data to predict what will happen to specific species over time based on an environmental change.

HS-LS4 Biological Evolution: Unity and Diversity			
HS-LS4-6. Use a simulation to research and analyze possible solutions for the adverse impacts of human activity on biodiversity. Alignment may include 9-12 ETS1-3, 9-12 ETS1-4			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Using Mathematics and Computational Thinking Work with peers to use a mathematical representation to model the effects of a human activity (e.g., overpopulation, overexploitation, adverse habitat alterations, pollution, invasive species, changes in climate) on a threatened or endangered species.	**LS4.C: Adaptation** • Identify changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline–and sometimes the extinction–of some species. **LS4.D: Biodiversity and Humans** • Identify long or short term goals of a solution meant to minimize adverse impacts of a human activity on biodiversity. **ETS1.B: Developing Possible Solutions** • Use a simulation to test possible solutions for a problem related to threatened or endangered species or to genetic variation of organisms for multiple species.	**Cause and Effect** Work with peers to develop solutions related to the threatened or endangered species and predict the effects of the specific design solutions on biodiversity.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify a human activity that negatively impacts another species.	Identify other species that have been significantly impacted by human activity (e.g., endangered or extinct species).	Use data (pictorial, graphical, or tabular) to determine the effectiveness of a strategy to protect a species.	Use data (pictorial, graphical, or tabular) to determine alternative ways for humans to continue an activity without negatively affecting another species.

High School Earth and Space Science Conceptual Understanding:

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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to develop a model and use it to identify relationships between the components, including a description of the process of radiation, the life span of the sun, and how energy released by the sun reaches Earth's system.	**ESS1.A: The Universe and Its Stars** • Describe components of a model illustrating that the sun shines because of nuclear fusion reactions which release light and heat energy which make life on Earth possible.	**Scale, Proportion, and Quantity** Work with peers to use the model to qualitatively describe the scale of the energy released by the fusion process as being much larger than the scale of the energy released by chemical processes.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that the sun releases energy.	Recognize that energy from the sun reaches Earth.	Use a model to show that the energy released from the sun's core warms Earth and provides the surface of Earth with light.	Explain how energy released from the sun's core warms Earth and provides the surface of Earth with light.

HS-ESS1 Earth's Place in the Universe			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Constructing Explanations and Designing Solutions Work with peers to construct an explanation that includes a description of how astronomical evidence from numerous sources (i.e., light spectra, motion of distant galaxies, and composition of matter in the universe) is used collectively to support the Big Bang theory.	**ESS1.A: The Universe and Its Stars** • Identify that the universe is expanding and must have been smaller in the past based on astronomical evidence (i.e., light spectra, motion of distant galaxies, and composition of matter in the universe).	**Energy and Matter** Work with peers to explain that the light which reaches Earth from distant galaxies is millions of years old.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that Earth is part of a galaxy.	List a tool or method scientists use to provide evidence that the universe is expanding.	Use evidence to explain that the motion of distant galaxies is one way we know that the universe is expanding from its origin.	Explain pictorial or graphical data representing the expansion of the universe from its origin based on the motion of distant galaxies.

HS-ESS1 Earth's Place in the Universe			
HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Obtaining, Evaluating, and Communicating Information Work with peers to identify and communicate the relationships showing how most elements are formed as a result of natural astronomical processes, either in the Big Bang itself or in the natural evolution of stars.	**ESS1.A: The Universe and Its Stars** • Recognize that solar activity creates elements through nuclear fusion.	**Energy and Matter** Work with peers to use graphical or pictorial representations to identify that atoms are not conserved in nuclear fusion, but the total number of protons plus neutrons is conserved.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Differentiate stars from other celestial bodies (e.g., planets, moons, comets).	Identify the elements produced over the life cycle of a star.	Use a model to explain that stars produce elements (including hydrogen, helium, and iron) during their life cycles.	Use a model to explain that the elements stars produce during their life cycles get larger and heavier.

HS-ESS1 Earth's Place in the Universe			
HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Using Mathematical and Computational Thinking Work with peers using mathematical modeling to recognize the proportional relationship between a revolving body's period of revolution and its distance to a gravitational center.	**ESS1.B: Earth and the Solar System** • Recognize that objects in the solar system orbit the sun and have an orderly motion (e.g., elliptical paths around the sun). • Relate Earth's orbital characteristics to other bodies in the solar system.	**Scale and Proportion, and Quantity** Work with peers to explain how gravity influences the motion of bodies in the universe and use that information to make predictions about the orbits of planets in the solar system.	
Range Achievement Level Descriptors			
Not Met	**Nealy Met**	**Met**	**Exceeded**
Identify that planets have motion.	Recognize that Earth and other planets and objects orbit the sun.	Demonstrate the orderly motion of objects orbiting the sun.	Relate Earth's orbital characteristics to other bodies in the solar system.

HS-ESS1 Earth's Place in the Universe			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Engaging in Argument from Evidence Work with peers to identify evidence to support the claim that continental and oceanic rock differ in overall composition, density, and age.	**ESS1.C: The History of Planet Earth** • Explain the relationship between the motion of continental plates and how materials of different ages are arranged on Earth's surface.	**Patterns** Work with peers to describe how patterns observed from the evidence support the explanation about the ages of crustal rocks (i.e., the ages of oceanic crust are greatest nearest to the continents and decrease in age with proximity to the mid-ocean ridges).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize Earth's crust is divided into tectonic plates.	Identify ways that tectonic plates move.	Explain that the youngest rocks are formed as tectonic plates move apart.	Use evidence to show the ages of crustal rocks near and far from a divergent boundary (e.g., rocks closest to the boundary are youngest).

HS-ESS1 Earth's Place in the Universe			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Constructing Explanations and Designing Solutions Work with peers to connect the evidence to construct the explanation of Earth's formation and early history (i.e., age and composition of Earth's oldest rocks, lunar rocks, and meteorites).	**ESS1.C: The History of Planet Earth** • Identify ancient Earth materials, lunar rocks, asteroids, and meteorites as sources of evidence scientists use to understand Earth's early history.	**Stability and Change** Work with peers to base an argument that although Earth was bombarded by impacts, just as other objects in the solar system, evidence of erosion and plate tectonics on Earth is the reason that the evidence of this bombardment is not seen today.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize that Earth is part of a solar system with planetary bodies.	Identify the similarities and differences between Earth and other orbiting bodies. (e.g., shape, size, orbit, moons)	Identify different pieces of information that could support Earth's early history (e.g., asteroid craters on Earth and Mars, plate subduction).	Compare pieces of data that would support an explanation of Earth's early history and formation.

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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**		**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to develop a model to illustrate 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).	**ESS2.A: Earth Materials and Systems** • Describe how Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. **ESS2.B: Plate Tectonics and Large-Scale System Interactions** • Describe how plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. • Describe how plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.		**Stability and Change** Work with peers to describe how changes and rates of changes of the Earth's surface can be quantified and modeled over very short or very long periods of time. Describe how some of those system changes are irreversible.
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify that Earth has different land and sea-floor features.	Identify that Earth's processes change land and ocean-floor features.	Use a model to describe how Earth's processes form and deform land and ocean-floor features.	Use a model to explain how the Earth's surface processes change land and ocean-floor features across various scales, resulting in formation and deformation of those features.

HS-ESS2 Earth's Systems		
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that cause changes to other Earth systems.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Analyzing and Interpreting Data Work with peers to analyze data and explain the relationships between the changes in one system and changes in another Earth system (e.g., how the loss of ground vegetation causes an increase in water runoff and soil erosion).	**ESS2.A: Earth Materials and Systems** • Identify relationships, using a model, of how the Earth's surface is a complex and dynamic set of interconnected systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere). **ESS2.D: Weather and Climate** • Use data to make a claim how the foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.	**Stability and Change** Work with peers to use the analyzed data to describe a mechanism for the feedback between two of Earth's systems and whether the feedback is increasing (destabilizing) or decreasing (stabilizing) the original changes.

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify Earth's systems.	Identify Earth's cycles.	Use a model to show Earth's complex set of interconnected systems.	Explain changes on Earth's surface caused by the interconnection of Earth's cycles.

HS-ESS2 Earth's Systems			
HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**		**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to develop a model of Earth's interior (i.e., a hot, but solid inner core, a liquid outer core, a solid mantle, and crust) to illustrate convection (i.e., causes hot matter to rise (move away from Earth's center) and cool matter to fall (move toward Earth's center)).	**ESS2.A: Earth Materials and Systems** • Use a model of Earth to identify that the motion of the mantle and its plates occurs primarily through thermal convection, which is primarily driven by radioactive decay within Earth's interior. **ESS2.B: Plate Tectonics and Large-Scale System Interactions** • Use a model of Earth to demonstrate that the radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.		**Energy and Matter** Work with peers to describe the relationships between components in a model to describe the cycling of matter (i.e., energy released by radioactive decay in the Earth's crust provides energy that drives the flow of matter in the mantle; thermal energy is released at the surface of the Earth as new crust is formed and cooled; and the flow of matter in the mantle causes crustal plates to move).
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify plate tectonics.	Identify sources of tectonic motion.	Use a model to show thermal convection from the mantle to the crust.	Explain how thermal convection from deep in Earth causes the surface of Earth to move or change.

HS-ESS2 Earth's Systems		
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.		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Developing and Using Models Work with peers to develop and use a model of the relationship between energy flow in Earth's systems (e.g., heat energy stored in the oceans and transferred by currents, influence climate) and describe how uneven heating of Earth's components (i.e., water, land, air) produce local and global atmospheric and oceanic movement using models, charts, diagrams, or simple investigations.	**ESS2.A: Earth Materials and Systems** • Use a model to identify different causes of climate change and results of those changes with respect to the Earth's surface temperatures, precipitation patterns, or sea levels over a wide range of temporal and spatial scales. **ESS2.B: Plate Tectonics and Large-Scale System Interactions** • Use a model to demonstrate that causes of climate change differ 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.	**Energy and Matter** Work with peers to explain that energy and matter flow in and out of any system (e.g., without energy (the sun) and matter (carbon dioxide and water), a plant cannot grow).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify the differences between geographical climates.	Identify climate changes that have occurred.	Use a model to identify the different reasons that a climate can change.	Change a model to show how a climate would change if something in the environment changes.

HS-ESS2 Earth's Systems		
HS-ESS2-5. Plan and carry out an investigation of the properties of water and its effects on Earth's materials and surface processes (erosion, water, pollution, etc.)		
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**
Planning and Carrying Out Investigations Work with peers to describe the connection between the properties of water and its effects on Earth materials and surface processes (e.g., heat energy stored in the oceans and transferred by currents, influence climate) and describe how uneven heating of Earth's components (i.e., water, land, air) produce local and global atmospheric and oceanic movement using models, charts, diagrams, or simple investigations (e.g., mechanical effects such as stream transportation and deposition using a stream table, which can be used to infer the ability of water to transport and deposit materials or chemical effects such as solubility of different materials in water, which can be used to infer chemical weathering).	**ESS1.B: Earth and the Solar System** Plan an experiment to show how water shapes Earth's surface, like creating rivers or beaches. This helps us understand how water might affect other planets and moons in our solar system, such as the ice on Mars or the oceans on Jupiter's moon Europa. **ESS2.A: Earth's Materials and Systems** • Use models of mechanical investigation (such as steam transportation and deposition using a steam table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes) to provide evidence of the effects on Earth's materials and surface processes. **ESS2.D: Weather and Climate** • Using models to provide evidence of the connection between the hydrologic cycle and systems interactions commonly known as the rock cycle.	**Structure and Function** Work with peers to identify and describe the mechanical effects of water on Earth materials (e.g., the expansion of water as it freezes, which can be used to infer the ability of water to break rocks into smaller pieces).

Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify properties of water.	Connect properties of water to effects on earth materials.	Examine water properties and its effects on Earth's systems.	Demonstrate how humans can affect the water cycle that results in benefits as well as hazards.

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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Constructing Explanations and Designing Solutions Work with peers to identify evidence to explain the effects of natural hazards, changes in climate, or the availability of natural resources on features of human societies, including population size and migration patterns.	**ESS3.A: Natural Resources** • Explain the relationship between human activity (e.g., population size, where humans live, types of crops grown) and changes in the amounts of natural resources using evidence. **ESS3.B: Natural Hazards** • Explain the relationship between human activity (e.g., population size, where humans live, types of crops grown) and changes in the occurrence of natural hazards using evidence.	**Cause and Effect** Work with peers to explain cause and effect relationships between environmental factors (natural hazards, changes in climate, and the availability of natural resources) and features of human societies including population size and migration patterns.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify natural resources.	Recognize that a pattern exists between the availability of natural resources and human activity.	Describe how the availability of natural resources and/or the occurrence of natural hazards influence human activity.	Predict human activity based on the availability of natural resources and the occurrence of natural hazards.

HS-ESS3 Earth and Human Activity			
HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. Alignment may include 9-12 ETS1-3			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Engaging in Argument from Evidence Work with peers to identify evidence of the claim that there is a need for a design solution (e.g., environmental costs) and describe how the solution minimizes impacts (i.e., conservation, recycling, and reuse of resources).	**ESS3.A: Natural Resources** • Identify the solution that demonstrates the most preferred cost-benefit ratios for developing, managing, and utilizing energy and mineral resources (i.e., conservation, recycling, and reuse of resources). **ETS1.B: Developing Possible Solutions** • Identify a solution(s) for the conservation, recycling, and reuse of resources (such as minerals and metals) where possible and minimizing impacts where it is not (examples include developing best practice for agricultural soil use, mining for coal, tar, and oil shales, and pumping for petroleum and natural gas).	**Energy and Matter** Work with peers to describe the relationship between energy and matter in a well-known system (e.g., the water cycle, photosynthesis)	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify a source of a natural resource (e.g., decaying plants and animals are the source of natural gas and oil; the sun is the source of solar power).	Identify a human impact on the environment when utilizing a resource (e.g., mining for ore has an impact on environment, fishing may catch apex predators).	Identify a solution that would help manage resources that will reduce the human impact on the environment.	Compare two solutions around managing resources and identify the best one that would reduce human impact when given constraints.

HS-ESS3 Earth and Human Activity			
HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Using Mathematics and Computational Thinking Work with peers to identify components of a mathematical model representing relationships among management of natural resources, the sustainability of human populations, and biodiversity.	**ESS3.C: Human Impacts on Earth Systems** • Use numerical data to determine the effects of a conservation strategy to manage natural resources and to sustain human society and plant and animal life.	**Stability and Change** Work with peers to describe simplified relationships between variables that affect the management of natural resources, human sustainability, and biodiversity (e.g., the effect on one component by altering other components in the system).	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify human activities that affect Earth's resources.	Identify ways in which humans use living and natural resources.	Identify steps that can be taken to sustain human populations and living resources.	Use data to illustrate how the management of natural resources promotes the sustainability of human populations and biodiversity.

HS-ESS3 Earth and Human Activity			
HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. Alignment may include 9-12 ETS1-3			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**		**Crosscutting Concepts** **Core Content Connectors**
Constructing Explanations and Designing Solutions Work with peers to evaluate technological solutions that reduce human impacts on natural systems.	**ESS3.C: Human Impacts on Earth Systems** • Connect a technological solution (e.g., wet scrubber; baghouse) to its outcome (e.g., clean air) and to which human activity impact (e.g., air pollution) it is reducing. **ETS1.B: Developing Possible Solutions** • Identify a solution for limiting future impacts 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.		**Stability and Change** Work with peers to describe how the technological solutions will reduce human impacts on natural systems.
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify examples of technology.	Identify technologies that can reduce the effect of human activities on natural systems.	Predict how given technologies (e.g., recycling plants, devices to reduce emissions) will reduce the effect of human activities on natural systems based on a scenario.	Explain how technology (e.g., solar energy, wind turbines) can reduce the effect of human activities on natural systems.

HS-ESS3 Earth and Human Activity			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Analyzing and Interpreting Data Work with peers to organize data (e.g., with graphs) from global climate models (e.g., computational simulations) and identify what each data set represents (e.g., temperature, precipitation, sea level).	**ESS3.D: Global Climate Change** • Use geoscience data to determine the relationship between a change in climate (e.g., precipitation, temperature) and its impact in a region.	**Stability and Change** Work with peers to use data to predict the future effect of a selected aspect of climate change on the physical parameters (e.g., temperature, precipitation, sea level) or chemical composition (e.g., ocean pH) of the atmosphere, geosphere, or hydrosphere.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Recognize patterns of change on Earth's systems.	Identify trends in climate data.	Predict environmental change based on current climate data.	Analyze data to explain the future rates of change in Earth's systems based on current trends.

HS-ESS3 Earth and Human Activity			
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.			
Science and Engineering Practices **Core Content Connectors**	**Disciplinary Core Ideas** **Core Content Connectors**	**Crosscutting Concepts** **Core Content Connectors**	
Using Mathematics and Computational Thinking Work with peers to use a representation of Earth systems to describe relationships among two of Earth's systems.	**ESS3.D: Global Climate Change** • Use representations to describe the relationships among Earth systems and how those relationships are being modified due to human activity (e.g., increase in atmospheric carbon dioxide, increase in ocean acidification, effects on organisms in the ocean (coral reef), carbon cycle of the ocean, possible effects on marine populations).	**Systems and System Models** Work with peers to use a representation of Earth systems to identify how human activity could affect the relationships between the Earth's systems under consideration.	
Range Achievement Level Descriptors			
Not Met	**Nearly Met**	**Met**	**Exceeded**
Identify human activities that affect Earth systems.	Relate human activity to changes in amounts of natural resources.	Relate human activity and changes in the occurrence of natural hazards.	Describe how human activity is modifying Earth systems.