

DCI: Ecosystems: Interactions, Energy, and Dynamics

MS.LS2.A: Interdependent Relationships in Ecosystems

Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1)

DCI: Ecosystems: Interactions, Energy, and Dynamics

MS.LS2.A: Interdependent Relationships in Ecosystems

In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (MS-LS2-1)

DCI: Ecosystems: Interactions, Energy, and Dynamics

MS.LS2.A: Interdependent Relationships in Ecosystems

Growth of organisms and population increases are limited by access to resources. (MS-LS2-1)

DCI: Ecosystems: Interactions, Energy, and Dynamics

MS.LS2.A: Interdependent Relationships in Ecosystems

Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (MS-LS2-2)

DCI: Ecosystems: Interactions, Energy, and Dynamics

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

Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (MS-LS2-3)

DCI: Ecosystems: Interactions, Energy, and Dynamics

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

Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)

DCI: Ecosystems: Interactions, Energy, and Dynamics

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

Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.

(MS-LS2-5)

DCI: Biological Evolution: Unity and Diversity

MS.LS4.D: Biodiversity and Humans

Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on— for example, water purification and recycling. (MS-

LS2-5)

DCI: Engineering Design

MS.ETS1.B: Developing Possible Solutions

There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-

LS2-5)

DCI: Matter and Its Interactions

MS.PS1.A: Structure and Properties of Matter

Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-2)

DCI: Matter and Its Interactions

MS.PS1.B: Chemical Reactions

Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2)

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DCI: Matter and Its Interactions

MS.PS1.B: Chemical Reactions

The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS1-5)

DCI: Matter and Its Interactions

MS.PS1.B: Chemical Reactions

Some chemical reactions release energy, others store energy. (MS-PS1-6)

DCI: Engineering Design

MS.ETS1.B: Developing Possible Solutions

A solution needs to be tested, and then modified on the basis of the test results in order to improve it. (MS-PS1-6)

DCI: Engineering Design

MS.ETS1.C: Optimizing the Design Solution

Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process - that is, some of the characteristics may be incorporated into the new design. (MS-PS1-6)

DCI: Engineering Design

MS.ETS1.C: Optimizing the Design Solution

The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (MS-PS1-6)

DCI: From Molecules to Organisms: Structures and Processes

MS.LS1.B: Growth and Development of Organisms

Animals engage in characteristic behaviors that increase the odds of reproduction. (MS-LS1-4)

DCI: From Molecules to Organisms: Structures and Processes

MS.LS1.B: Growth and Development of Organisms

Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4)

DCI: From Molecules to Organisms: Structures and Processes

MS.LS1.B: Growth and Development of Organisms

Genetic factors as well as local conditions affect the growth of the adult plant. (MS-LS1-5)

DCI: Earth and Human Activity

MS.ESS3.A: Natural Resources

Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (MS-ESS3-1)

DCI: Earth and Human Activity

MS.ESS3.C: Human Impacts on Earth Systems

Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (MS-ESS3-3)

DCI: Earth and Human Activity

MS.ESS3.C: Human Impacts on Earth Systems

Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (MS-ESS3-3)

DCI: Earth and Human Activity

MS.ESS3.C: Human Impacts on Earth Systems

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DCI: Biological Evolution: Unity and Diversity

MS.LS4.C: Adaptation

Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (MS-LS4-6)

DCI: Earth's Systems

MS.ESS2.A: Earth Materials and Systems

All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (MS-ESS2-1)

DCI: Earth's Systems

MS.ESS2.A: Earth Materials and Systems

The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (MS-ESS2-2)

DCI: Earth's Systems

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

Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (MS-ESS2-2)

Performance Expectation

MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

Assessment Boundary: none

Performance Expectation

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

Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.

Assessment Boundary: none

Performance Expectation

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

Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.

Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.

Performance Expectation

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

Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

Assessment Boundary: none

Performance Expectation

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

Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.

Assessment Boundary: none

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

Performance Expectation

MS-PS1-2: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.

Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

Performance Expectation

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

Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.

Assessment Boundary: Assessment is limited to qualitative information.

Performance Expectation

MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.

Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

Performance Expectation

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

Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.

Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

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

Performance Expectation

MS-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.

Assessment Boundary: none

Performance Expectation

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

Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.

Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.

Performance Expectation

MS-ESS3-1: Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock)

Assessment Boundary: none

Performance Expectation

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

Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

Assessment Boundary: none

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

Performance Expectation

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

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

Assessment Boundary: none

Performance Expectation

MS-LS4-6: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.

Assessment Boundary: Assessment does not include Hardy Weinberg calculations.

Performance Expectation

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

Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.

Assessment Boundary: Assessment does not include the identification and naming of minerals.

Performance Expectation

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

Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.

Assessment Boundary: none

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

Develop a model to describe phenomena. (MS-LS2-3)

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

Analyze and interpret data to provide evidence for phenomena. (MS-LS2-1)

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (MS-LS2-2)

Science and Engineering Practices

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-LS2-4)

Science and Engineering Practices

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-LS2-5)

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

Analyze and interpret data to determine similarities and differences in findings. (MS-PS1-2)

Science and Engineering Practices

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods.

Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3)

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

Develop a model to describe unobservable mechanisms. (MS-PS1-5)

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. (MS-PS1-6)

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Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-LS1-5)

Science and Engineering Practices

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Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Apply scientific ideas or principles to design an object, tool, process or system. (MS-ESS3-3)

Science and Engineering Practices

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Science and Engineering Practices

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 6–8 level builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.

Use mathematical representations to support scientific conclusions and design solutions. (MS-LS4-6)

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

Develop and use a model to describe phenomena. (MS-ESS2-1)

Science and Engineering Practices

Constructing Explanations and Designing Solutions

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Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-ESS2-2)

Crosscutting Concepts

Patterns

Patterns can be used to identify cause-and-effect relationships. (MS-LS2-2)

Crosscutting Concepts

Cause and Effect

Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-LS2-1)

Crosscutting Concepts

Energy and Matter

The transfer of energy can be tracked as energy flows through a natural system. (MS-LS2-3)

Crosscutting Concepts

Stability and Change

Small changes in one part of a system might cause large changes in another part. (MS-LS2-4), (MS-LS2-5)

Crosscutting Concepts

Patterns

Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-2)

Crosscutting Concepts

Structure and Function

Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS1-3)

Crosscutting Concepts

Energy and Matter

Matter is conserved because atoms are conserved in physical and chemical processes. (MS-PS1-5)

Crosscutting Concepts

Energy and Matter

The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6)

Crosscutting Concepts

Cause and Effect

Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS1-4)

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Crosscutting Concepts

Cause and Effect

Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1)

Crosscutting Concepts

Cause and Effect

Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (MS-ESS3-3)

Crosscutting Concepts

Cause and Effect

Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-4)

Crosscutting Concepts

Cause and Effect

Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS4-6)

Crosscutting Concepts

Stability and Change

Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale. (MS-ESS2-1)

Crosscutting Concepts

Scale, Proportion, and Quantity

Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-ESS2-2)

Connections to Nature of Science

Science Knowledge Is Based on Empirical Evidence

Science disciplines share common rules of obtaining and evaluating empirical evidence. (MS-LS2-4)

Connections to Nature of Science

Science Addresses Questions About the Natural and Material World

Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS2-5)

Connections to Engineering, Technology, and Applications of Science

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

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-LS2-5)

Connections to Engineering, Technology, and Applications of Science

Science Knowledge Is Based on Empirical Evidence

Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS1-2)

Connections to Engineering, Technology, and Applications of Science

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

Laws are regularities or mathematical descriptions of natural phenomena. (MS-PS1-5)

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Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems. (MS-PS1-3)

Connections to Engineering, Technology, and Applications of Science

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

All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ESS3-1)

Connections to Engineering, Technology, and Applications of Science

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Common Core State Standards for ELA/Literacy

Reading Informational Text

RI.8.8 - Integration of Knowledge and Ideas

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (MS-LS2-4), (MS-LS2-5)

Common Core State Standards for ELA/Literacy

Reading in Science

RST.6-8.1 - Key Ideas and Details

Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-1), (MS-LS2-2), (MS-LS2-4)

Common Core State Standards for ELA/Literacy

Reading in Science

RST.6-8.7 - Integration of Knowledge and Ideas

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS2-1)

Common Core State Standards for ELA/Literacy

Reading in Science

RST.6-8.8 - Integration of Knowledge and Ideas

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (MS-LS2-5)

Common Core State Standards for ELA/Literacy

Speaking & Listening

SL.8.1 - Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (MS-LS2-2)

Common Core State Standards for ELA/Literacy

Speaking & Listening

SL.8.4 - Presentation of Knowledge and Ideas

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (MS-LS2-2)

Common Core State Standards for ELA/Literacy

Speaking & Listening

SL.8.5 - Presentation of Knowledge and Ideas

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS2-3)

Common Core State Standards for ELA/Literacy

Writing in Science

WHST.6-8.1 - Text Types and Purposes

Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-4)

Common Core State Standards for ELA/Literacy

Writing in Science

WHST.6-8.2 - Text Types and Purposes

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (MS-LS2-2)

Common Core State Standards for ELA/Literacy

Writing in Science

WHST.6-8.9 - Research to Build and Present Knowledge

Draw evidence from informational texts to support analysis reflection, and research. (MS-LS2-2)

Common Core State Standards for Mathematics

Expressions & Equations

6.EE.C.9 - Represent and analyze quantitative relationships between dependent and independent variables.

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS2-3)

Common Core State Standards for Mathematics

Ratios & Proportional Relationships

6.RP.A.3 - Understand ratio concepts and use ratio reasoning to solve problems.

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (MS-LS2-5)

Common Core State Standards for Mathematics

Statistics & Probability

6.SP.B.5 - Summarize and describe distributions.

Summarize numerical data sets in relation to their context. (MS-LS2-2)

Common Core State Standards for Mathematics

Mathematical Practices

MP.4 - Model with mathematics

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. A student might apply proportional reasoning to plan a school event or analyze a problem in the community. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. (MS-LS2-5)