9th grade physical/Earth Science

How can one explain the structure and properties of matter?

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.

How do substances combine or change to make new substances? How does one characterize and explain these reactions and make predictions about them?

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. (1Ai, ii, iii)*

HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (1a)

HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (1Aiii, iv-conceptual)*

How do people reconstruct and date events in Earth's Planetary history?

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.

HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements.

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.

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.

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.

HS-ESS2-2 Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-4 Use a model to describe how variations in the flow of energy into and out of the Earth's systems result in changes in climate.

HS-ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere and biosphere. (2A)*

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 associate future impacts to Earth systems.

*See evidence statements from www.nextgenscience.org

How can one explain and predict interactions between objects and within systems of objects?

HS-PS2-3: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects (1A&B conceptual)

HS-PS2-5: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

How is energy transferred and conserved?
How are waves used to transferred energy and send and store information?

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. (Ai, ii,iii, iv)*

HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as combination of energy associated with motions of particles (objects) and energy associated with the relative positions of particles (objects).

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.

HS-PS3-4: Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

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.

HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media

HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

Engineering Design-Bundled as Appropriate

HS-ETS1-1: analyze a major global challenge to specify qualitative an quantitative criteria and constraints for solutions that account for societal needs and wants.

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

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

*See evidence statements from www.nextgenscience.org

10th grade: Biological Sciences

How do organisms live and grow?
How and why do organism interact with their environment, and what are the effects of these interacts?
How are characteristics of one generation passed to the next?
How can individuals of the same species and even siblings have different characteristics?
What evidence shows that different species are related?

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.

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complexing organisms.

HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

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.

HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in the new compounds are formed resulting in a net transfer of energy.

HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

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.

HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HSLS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but hanging conditions may result in a new ecosystem.

HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HSESS2-7: Construct an argument based on evidence about the simultaneous co-evolution of Earth's systems and life on Earth.

10th grade Biological Sciences

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.

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.

HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

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 the 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.

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.

HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HSLS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

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.

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. (Ai, Aii, Aiii)*

HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.(need to look at evidence statements closer)

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.

Engineering Design-Bundled as Appropriate

HS-ETS1-1: analyze a major global challenge to specify qualitative an quantitative criteria and constraints for solutions that account for societal needs and wants.

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

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

11/12th grade: Earth's Natural Resources vs. Human's Needs for Technology

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.

HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural environments.

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.

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.

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 in the form of radiation.

HS-ESS1-4: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

******PS4-2**: Evaluate questions about the advantages of using digital transmission and storage of information

******LS2-8**: Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

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. (Ai,ii,iii,iv-revisit from 9th) (2A,B; 3A, B)*

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.

HS-PS2-2: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is nonet force on the system.

HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS2-6: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials

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.

HS-PS4-4: Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

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.

PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends on the changes in total bond energy.

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.

**** (Should not be tested)

Adapted from Achieve. (2016, January 28, 2016).
http://www.nextnextscience.org

11/12th grade: Earth's Natural Resources vs. Human's Needs for Technology

Engineering Design-Bundled as Appropriate

HS-ETS1-1: analyze a major global challenge to specify qualitative an quantitative criteria and constraints for solutions that account for societal needs and wants.

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

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.