



Niagara Falls City School District

Learning For All...Whatever It Takes

# **Grade 6 and 7**

# **Science Scope and Sequence**

# **2021**

Below are the units of study for each grade level.

## GRADE 6

- Structure, Function and Information Processing
- History of Earth
- Earth's Systems

## GRADE 7

- Growth, Development and Reproduction of Organisms
- Natural Selection and Adaptations
- Matter and Energy in Ecosystems
- Interdependent Relationships in Ecosystems
- Human Impacts

## GRADE 7ACC

- All grade 7 topics and...
- Structure and Properties of Matter
- Chemical Reactions

### Understanding the New York State P-12 Science Learning Standards

The New York State P-12 Science Learning Standards are a series of performance expectations that define what students should understand and be able to do as a result of their study of science. The New York State P-12 Science Learning Standards are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards . The framework outlines three dimensions that are needed to provide students a high-quality science education. The integration of these three dimensions provides students with a context for the content of science, how science knowledge is acquired and understood, and how the sciences are connected through concepts that have universal meaning across the disciplines.

Grade 7  
ACC

1<sup>st</sup> Semester

## UNIT 1 – PHASE CHANGE

19 Lessons (including pre/post assessment)

Students' experiences in the **Phase Change unit** will support progress toward the Performance Expectations listed below. Specifically, students construct arguments and use models to explain the connection between a substance's appearance at the molecular scale and its macro-scale appearance. They use models to describe how the interaction between the kinetic energy of molecules and molecular attraction determine whether a phase change will occur. As students investigate Saturn's moon Titan—the unit's main context for understanding phase change and energy transfer—they analyze evidence about scale properties of Titan (distance from the sun, surface temperature range), create and use models, and construct arguments about Titan's surface features (liquid methane lakes)

- Standards Addressed: MS-PS-1-1, MS-PS-1-4, MS-PS-3-4, MS-PS-3-5, MS-ESS-1-3, MS-ESS-2-4

**MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of particulate-level models could include drawings, 3D ball and stick structures, or computer representations showing different substances with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the individual ions composing complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]

**MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and phase (state) of a substance when thermal energy is added or removed.** [Clarification Statement: Emphasis is on qualitative particulate-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of phase occurs. Examples of models could include drawings and diagrams. Examples of particles could include ions, molecules, or atoms. Examples of substances could include sodium chloride, water, carbon dioxide, and helium.]

**MS-PS3-4. Plan and conduct an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the temperature of the sample of matter.** [Clarification Statement: Examples of experiments could include

comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

**MS-PS3-5. Construct, use, and present an argument to support the claim that when work is done on or by a system, the energy of the system changes as energy is transferred to or from the system.** [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment could include calculations of work and energy.]

MS-PS3-6. Make observations to provide evidence that energy can be transferred

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

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

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## UNIT 2 – CHEMICAL REACTIONS

19 Lessons (including pre/post assessment)

Students' experiences in the **Chemical Reactions** unit will support progress toward the Performance Expectations listed below. Specifically, students construct arguments and use models to explain how to differentiate between substances based on their observable properties and atomic composition. They also learn how to describe how new substances are formed during chemical reactions. They use models to describe what happens to the atoms of a substance during a chemical reaction. As students investigate the water crisis in Westfield—the unit's main context for understanding chemical reactions—they analyze evidence about the properties of substances and the groups of atoms that repeat to make up substances at the atomic scale. By using and creating models, constructing explanations, and making arguments from evidence, students reach conclusions about the unknown substances in Westfield's water and how these substances formed.

- Standards Addressed: MS-PS-1-1, MS-PS-1-2, MS-PS-1-3, MS-PS-1-5, MS-PS-1-6, MS-LS-1-6, MS-LS-1-7, MS-ESS-3-1, MS-ESS-3-3, MS-ESS-3-5

**MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of particulate-level models could include drawings, 3D ball and stick structures, or computer representations showing different substances with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the individual ions composing complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]

**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 chemical reactions could include burning of a wooden splint, souring of milk and decomposition of sodium bicarbonate. [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, color change, gas production and odor.]

**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 the 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.]

**MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy during a chemical and/or physical process.\*** [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 amount of a substance. Examples of designs could include combining vinegar and baking soda, activating glow sticks at various temperatures and dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of substance amounts, reaction time, and observed temperature changes.]

**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 the qualitative interpretation of evidence provided.]

**MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and**

**flow of energy into and out of organisms.** [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.]  
[Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]

**MS-LS1-7. Develop a model to describe how food molecules are rearranged through chemical reactions to release energy during cellular respiration and/or form new molecules that support growth as this matter moves through an organism.** [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.]  
[Assessment Boundary: Assessment does not include details of the chemical reactions for respiration or synthesis.]

**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 geologic 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 could include 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).]

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

**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 could 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 could 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).]

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## UNIT 3 – TRAITS AND REPRODUCTION

19 Lessons (including pre/post assessment)

Students' experiences in the ***Traits and Reproduction unit*** will support progress toward the Performance Expectations listed below. Specifically, students use models and construct explanations about the causal mechanisms of trait variation. They conduct investigations and analyze evidence as they connect ideas about genes, proteins, traits, and sexual reproduction in order to build an understanding of variation.

- Standards Addressed: MS-LS-1-2, MS-LS-1-3, MS-LS-1-4, MS-LS-1-5, MS-LS-3-1, MS-LS-3-2, MS-LS-4-5

**MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.**

[Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical details related to the functions of cells or cell parts.]

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

**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.]

**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 the genes responsible for size differences in different breeds of dogs. 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, biochemical processes, or natural selection.]

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

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

**MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.** [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, selective breeding, gene therapy); and, on the impacts these technologies have on society.]

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## UNIT 4 – NATURAL SELECTION

19 Lessons (including pre/post assessment)

Students' experiences in the **Natural Selection unit** will support progress toward the Performance Expectations listed below. Specifically, students construct arguments and use models to explain how the traits of individuals in a population change over time. This includes a focus on how environmental conditions cause traits to be adaptive or non-adaptive. Students consider several examples of populations whose distribution of traits changed when the environment changed.

- Standards Addressed: MS-LS-2-4, MS-LS-3-1, MS-LS-4-4, MS-LS-4-5, MS-LS-4-6

**MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.** [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.]

**MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.** [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of



humans on genetic outcomes in artificial selection (such as genetic modification, selective breeding, gene therapy); and, on the impacts these technologies have on society.]

**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.]

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

**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 shifts in populations due to changes in the ecosystem.]

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## UNIT 5 – NATURAL SELECTION ENGINEERING INTERNSHIP

10 Lessons

Students' experiences in the ***Natural Selection Engineering Internship*** unit will support progress toward the Performance Expectations listed below. Students focus on data analysis in order to design a malaria treatment that takes into account the occurrence of drug resistance due to natural selection. Specifically, students will learn about biomedical engineering practices and deepen their understanding about selection pressure, exploring how to minimize the population of malaria parasites with traits for resistance to antimalarial drugs. Students strive to meet the design criteria: to minimize drug resistance, minimize side effects, and keep the costs low. Students complete several tasks and run tests by using the Futura MalariaMed Design Tool to collect data. They analyze data (noting the cause and effect of different design features) and run iterative tests (preparing final proposals for their optimal malaria treatment).

- Standards Addressed: MS-LS-4-4, MS-LS-4-6, MS-LS-3-1, MS-ETS-1-1, MS-ETS-1-2, MS-ETS-1-3, MS-ETS-1-4

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

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

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

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

**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.]

**MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.** [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.]

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

SCIENCE AND ENGINEERING PRACTICES	DISCIPLINARY CORE IDEAS	CROSS-CUTTING CONCEPTS
<b>Asking Questions and Defining Problems</b> Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences	<b>PS1.A: Structure and Properties of Matter</b> <ul style="list-style-type: none"> <li>(NYSED) Substances are made of one type of atom or combinations of different types of atoms. Individual</li> </ul>	<b>Patterns</b> <ul style="list-style-type: none"> <li>Macroscopic patterns are related to the nature of microscopic and atomic-level</li> </ul>

and progresses to specifying relationships between variables, and clarifying arguments and models.

- Ask questions to identify and clarify evidence of an argument. (MS-ESS3-5)
- Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (MS-ETS1-1)

### 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 generate data to test ideas about designed systems, including those representing inputs and outputs. (MSETS1-4)
- Analyze and interpret data to determine similarities

atoms are particles and can combine to form larger particles that range in size from two to thousands of atoms. (MS-PS1-1)

- (NYSED) Each substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-7) (MSPS1-2) (MS-PS1-3)
- (NYSED) In a solid, the particles are closely spaced and vibrate in position but do not change their relative locations. In a liquid, the particles are closely spaced but are able to change their relative locations. In a gas, the particles are widely spaced except when they happen to collide and constantly change their relative locations. (MS-PS1-4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-1)

### PS1.B: Chemical Reactions

- (NYSED) Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different particles and these new substances have different properties from those of the reactants. (MS-PS1-2),(MS-PS1-5) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.)
- The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS1-5)
- (NYSED) Some chemical reactions release energy, others absorb energy. (MS-PS1-6)

### PS3.A: Definitions of Energy

- (NYSED) Temperature is a measure of the average kinetic energy of particles of matter. The relationship

structure. (MS-PS1-1),(MS-PS1-7) (MS-PS1-2)

- Graphs, charts, and images can be used to identify patterns in data. (MS-LS4-1) (MS-PS1-1) (MS-PS1-4)

### Cause and Effect

- Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (MS-ESS3-3)
- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS4-4),(MS-LS4-6), (MS-LS4-5) (MS-LS1-4),(MS-LS1-5),
- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS1-4) (MS-ESS2-4) (MS-LS3-2)

### Structure and Function

- Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the

and differences in findings. (MS-LS4-1)

- Develop and use a model to predict/describe phenomena. (MS-LS3-1) (MS-LS3-2) (MS-PS1-1) (MS-ESS2-1)
- Develop a model to describe unobservable mechanisms. (MS-PS1-5) (MS-ESS2-4)

### Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.

- Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS3-4)

between the temperature and the total energy of a system depends on the types, phases (states), and amounts of matter present. (MS-PS3-4)

- (NYSED) The term “heat” as used in everyday language refers both to thermal energy (the motion of particles within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (secondary to MSPS1-4)
- (NYSED) Temperature is not a form of energy. Temperature is a measurement of the average kinetic energy of the particles in a sample of matter. (secondary to MS-PS1-4)

### PS3.B: Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5)
- (NYSED) The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the mass of the sample, and the environment. (MS-PS3-4)

### ESS1.B: Earth and the Solar System

- (NYSED) The solar system consists of the Sun and a collection of objects, including planets, their moons, comets, and asteroids that are held in orbit around the Sun by its gravitational pull on them. (MS-ESS1-3)

### ESS2.C: The Roles of Water in Earth’s Surface Processes

- (NYSED) Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation,

shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (MS-LS3-1)

- 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)

### Scale, Proportion, and Quantity

- Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (MS-PS3-4)
- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-PS1-1) (MS-ESS1-3)

### Systems and System Models

- Systems may interact with other systems; they may have sub-systems and be a

**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-ETS1-3) (MS-PS1-2) (MS-ESS1-3)

**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.

- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2)
- Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a

condensation, sublimation, deposition, precipitation, infiltration, and runoff. (MS-ESS2-4)

- (NYSED) Global movements of water and its changes in form are driven by sunlight and gravity. (MS-ESS2-4)

**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)

**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)
- 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)

**ESS3.D: Global Climate Change**

- Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of

part of larger complex systems. (MS-LS1-3)

**Stability and Change**

- Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (MS-ESS3-5)
- 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. (MSESS2-1)

**Energy and Matter**

- Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). (MS-PS35)
- Matter is conserved because atoms are conserved in physical and chemical processes. (MS-PS1-5)
- The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6)

**Science Addresses Questions About the Natural and Material World**

model for a phenomenon. (MS-PS3-5)

- Use 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-LS1-4)

### Using Mathematics and Computational Thinking

Mathematical and computational thinking in 6–8 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)

**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

climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

### ETS1.A: Defining and Delimiting Engineering Problems

- The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS11)

### 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-ETS1-4), (secondary to MS-PS1-6)
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2), (MS-ETS1-3)
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3)
- Models of all kinds are important for testing solutions. (MS-ETS1-4)

### 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 those characteristics may be incorporated

- Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS4-5)

### Science is a Human Endeavor

- Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (MS-LS1-3)

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

- The uses of technologies and 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. (MS-ETS1-1) (MS-ESS3-3) (MS-PS1-3)
- All human activity draws on natural resources and has both short and longterm consequences, positive as well as negative, for the



consistent with scientific ideas, principles, and theories.

- Apply scientific principles to design an object, tool, process or system. (MS-ESS3-3)
- Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena. (MS-LS4-4)
- 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-LS1-3) (MS-LS1-5) (MS-ESS3-1)
- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. (MSPS1-6)

into the new design. (MS-ETS1-3), (secondary to MS-PS1-6)

- 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-ETS1-4), (secondary to MS-PS1-6)

#### **LS1.A: Structure and Function**

- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (MS-LS1-3)

#### **LS1.B: Growth and Development of Organisms**

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (secondary to MS-LS3-2)
- Animals engage in characteristic behaviors that increase the odds of reproduction. (MS-LS1-4)
- Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4)
- Genetic factors as well as local conditions affect the growth of the adult plant. (MS-LS1-5)

#### **LS3.A: Inheritance of Traits**

- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins,

health of people and the natural environment. (MS-ESS3-1)

#### **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-LS4-5) (MS-ESS1-3) (MS-PS1-3)

**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-LS4-5) (MS-PS1-3)

**Connections to Nature of Science  
Scientific Knowledge is Based on Empirical Evidence**

- Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS3-4), (MS-PS3-5) (MS-PS1-2)

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

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

which can affect the structures and functions of the organism and thereby change traits. (MS-LS3-1)

- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (MS-LS3-1) (MS-LS3-2)

**LS3.B: Variation of Traits**

- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (MS-LS3-2)
- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Some changes are beneficial, others harmful, and some neutral to the organism. (MS-LS3-1)
- (NYSED) Mutations may result in changes to the structure and function of proteins. (MS-LS3-1)

**LS4.B: Natural Selection**

- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (MS-LS4-5)

**LS3.B: Variation of Traits**

- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Some changes are beneficial,



	<p>others harmful, and some neutral to the organism. (MS-LS3-1)</p> <ul style="list-style-type: none"> <li>• (NYSED) Mutations may result in changes to the structure and function of proteins. (MS-LS3-1)</li> </ul> <p><b>LS4.B: Natural Selection</b></p> <ul style="list-style-type: none"> <li>• In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (MS-LS4-5)</li> <li>• (NYSED) Natural selection can lead to an increase in the frequency of some traits and the decrease in the frequency of other traits. (MS-LS4-4)</li> </ul>	
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#### DISTRICT RESOURCES

##### Amplify Units:

- Phase Change
- Chemical Reactions
- Evolutionary History
- Natural Selection
- Engineering Internship: Natural Selection

#### OTHER SUGGESTED ACTIVITIES/RESOURCES

##### Generation Genius

\*[Evidence Statements](#) for Life Science

\*[Evidence Statements](#) for Physical Science

\*[Evidence Statements](#) for Engineering.

NGSS Evidence Statements provide educators with additional detail on what students should know and be able to do.

**VOCABULARY**

Refer to glossary in the back of the student investigation notebook.

**ASSESSMENT**

End of unit assessments:

- Phase Change
- Chemical Reactions
- Evolutionary History
- Natural Selection

Grade 7  
ACC

2<sup>nd</sup> Semester

## UNIT 6 – EVOLUTIONARY HISTORY

19 Lessons (including pre/post assessment)

Students' experiences in the ***Evolutionary History*** unit will support progress toward the Performance Expectations listed below. Specifically, students use evidence and construct arguments about evolutionary relationships and explain similarities and differences in the body structures of living and extinct organisms. Students use models to describe and understand how body structures have changed over the history of life on Earth, and they reflect on natural selection as the mechanism that has driven these changes throughout Earth's history. As students investigate a mystery fossil to determine its closest relatives—the unit's main context for understanding evolutionary history—they make careful observations of the body structures of different species, create and use models, and construct arguments about where the mystery fossil fits into the evolutionary tree.

- Standards Addressed: MS-LS-4-1, MS-LS-4-2, MS-LS-4-3, MS-LS-4-6

**MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.** [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]

**MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.** [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures as evidence of common ancestry.]

**MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.** [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.]

[Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.]

**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.]

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## UNIT 7 – POPULATIONS AND RESOURCES

19 Lessons (including pre/post assessment)

Students' experiences in the *Populations and Resources* unit will support progress toward the Performance Expectations listed below. Specifically, students construct arguments and use models to explain why changes in population size occur in an ecosystem. Students' models include examples of how resource availability and patterns of interactions, such as predation and competition, affect population size. Students also read articles about characteristic animal behaviors and successful reproduction. Within the context of reproduction, students also gain exposure to ideas about food molecules that are eaten, stored, and used to release energy.

- Standards Addressed: MS-LS-1-7, MS-LS-2-1, MS-LS-2-2, MS-LS-2-3, MS-LS-2-4, MS-LS-2-5

**MS-LS1-7. Develop a model to describe how food molecules are rearranged through chemical reactions to release energy during cellular respiration and/or form new molecules that support growth as this matter moves through an organism.** [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for respiration or synthesis.]

**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.]

**MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.** [Clarification Statement: Emphasis is on predicting patterns of interactions such as competition, predation, mutualism, and parasitism in different ecosystems in terms of the relationships among and between organisms.]

**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 associated with ecosystem, and on defining the boundaries of the ecosystem.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]

**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 shifts in populations due to changes in the ecosystem.]

**MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.\*** [Clarification Statement: Examples of ecosystem protections could include water purification, waste management, nutrient recycling, prevention of soil erosion, and eradication of invasive species. Examples of design solution constraints could include scientific, economic, and social considerations.]

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## UNIT 8 – MATTER AND ENERGY IN ECOSYSTEMS

19 Lessons (including pre/post assessment)

Students' experiences in the *Matter and Energy in Ecosystems* unit will support progress toward the Performance Expectations listed below. Specifically, students construct arguments and use models to explain why organisms in a biodome did not have enough energy storage molecules to meet their needs. This includes a focus on how photosynthesis and cellular respiration move carbon between the abiotic and biotic parts of an ecosystem. Students read articles about carbon, sunlight, decomposers, and how carbon can affect the global ecosystem. Students investigate what caused the decrease in energy storage molecules that caused the biodome to collapse and then use their knowledge to advise a collective of farmers who want to know how deforestation causes increased carbon dioxide in the atmosphere.

- Standards Addressed: MS-LS-1-2, MS-LS-1-6, MS-LS-1-7, MS-LS-2-2, MS-LS-2-3, MS-LS-2-4, MS-PS-1-1, MS-ESS-2-1, MS-ESS-3-5

**MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.**

[Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical details related to the functions of cells or cell parts.]

**MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.** [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]

**MS-LS1-7. Develop a model to describe how food molecules are rearranged through chemical reactions to release energy during cellular respiration and/or form new molecules that support growth as this matter moves through an organism.** [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for respiration or synthesis.]

**MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.** [Clarification Statement: Emphasis is on predicting patterns of interactions such as competition, predation, mutualism, and parasitism in different ecosystems in terms of the relationships among and between organisms.]

**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 associated with ecosystem, and on defining the boundaries of the ecosystem.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]

**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 shifts in populations due to changes in the ecosystem.]

**MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of particulate-level models could include drawings, 3D ball and stick structures, or computer representations showing different substances with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the individual ions composing complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]

**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 specific identification and naming of minerals and rocks but could include the general classification of rocks as igneous, metamorphic, or sedimentary.]

**MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.**

[Clarification Statement: Examples of factors could include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence could include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]

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## **UNIT 9 – EARTH’S CHANGING CLIMATE**

19 Lessons (including pre/post assessment)

Students’ experiences in the *Earth’s Changing Climate* unit will support progress toward the Performance Expectations listed below. Specifically, students construct arguments and use models to explain how increases of carbon dioxide and methane in the atmosphere, as a result of human activities, have caused an increase in global average temperature since about 1880. This includes a focus on how population and per-capita combustion of fuels and keeping of livestock contribute. Students read about some consequences of this warming, including an increase in extreme weather. They investigate possible solutions to this climate change. Students also investigate other factors, including changes in solar radiation and volcanic eruptions, that can affect global climate and other instances of climate change from Earth’s history.

- Standards Addressed: MS-LS-2-1, MS-LS-2-4, MS-ESS-3-2, MS-ESS-3-3, MS-ESS-3-4, MS-ESS-3-5

**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.]

**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 shifts in populations due to changes in the ecosystem.]

**MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.** [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards could include those resulting from interior processes (such as earthquakes and volcanic eruptions) and surface processes (such as mass wasting and tsunamis), or from severe weather events (such as blizzards, hurricanes, tornadoes, floods, and droughts). Examples of data could include the locations, magnitudes, and frequencies of the

natural hazards. Examples of technologies could include global technologies (such as satellite images to monitor hurricanes or forest fires) or local technologies (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]

**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 could 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 could 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).]

**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 could 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 could 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.]

**MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.**

[Clarification Statement: Examples of factors could include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence could include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]

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## UNIT 10 – EARTH’S CHANGING CLIMATE ENGINEERING INTERNSHIP

10 Lessons

Students’ experiences in the *Earth’s Changing Climate Engineering Internship* unit will support progress toward the Performance Expectations listed below. Specifically, students will learn about civil engineering practices and deepen their understanding about how increases of carbon dioxide in the atmosphere, as a result of human activities, have caused an increase in global average temperature. Students apply this understanding to design solutions—through modifying city roofs to solar, white, or leaving them in their original conditions—to decrease that city’s climate impact. Students complete several tasks and run tests by using the Futura RoofMod Design Tool to collect data. They analyze



data, noting how a change in roof type can affect the city's climate impact, and they run iterative tests preparing final proposals for their optimal roof designs for the city.

- Standards Addressed: MS-ESS-3-3, MS-ESS-3-5, MS-PS-4-2, MS-ETS-1-1, MS-ETS-1-2, MS-ETS-1-3, MS-ETS-1-4

**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 could 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 could 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).]

**MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.**

[Clarification Statement: Examples of factors could include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence could include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]

**MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.**

[Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, ray diagrams, simulations, and written descriptions. Materials could include plane, convex, and concave mirrors and biconvex and biconcave lenses.]  
[Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]

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

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

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

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

SCIENCE AND ENGINEERING PRACTICES	DISCIPLINARY CORE IDEAS	CROSS-CUTTING CONCEPTS
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <ul style="list-style-type: none"> <li>Ask questions to identify and clarify evidence of an argument. (MS-ESS3-5)</li> <li>Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (MS-ETS1-1)</li> </ul> <p><b>Developing and Using Models</b> 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.</p> <ul style="list-style-type: none"> <li>Develop a model to predict/describe phenomena. (MS-LS2-3)</li> </ul>	<p><b>LS1.A: Structure and Function</b></p> <ul style="list-style-type: none"> <li>Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (MS-LS1-2)</li> </ul> <p><b>LS1.C: Organization for Matter and Energy Flow in Organisms</b></p> <ul style="list-style-type: none"> <li>Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (MS-LS1-6)</li> <li>Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (MS-LS1-7)</li> </ul> <p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"> <li>Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1)</li> <li>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-LS21)</li> <li>Growth of organisms and population increases are limited by access to resources. (MS-LS2-1)</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-LS2-1) (MS-ESS3-4)</li> <li>Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (MS-ESS3-3)</li> <li>Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS44),(MS-LS4-6)</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>Matter is conserved because atoms are conserved in physical and chemical processes. (MS-LS1-7)</li> <li>Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (MS-LS1-6)</li> <li>The transfer of energy can be tracked as energy flows through a natural system. (MSLS2-3)</li> </ul>

(MS-LS1-2) (MS-PS1-1)  
(MSESS2-1) (MS-PS4-2)

- Develop a model to describe unobservable mechanisms. (MS-LS1-7)
- Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (MSETS1-4)

### 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)
- Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3) (MS-LS4-1)

### Using Mathematics and Computational Thinking

Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data

### LS2.B: Cycle 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)

### 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)

### LS3.B: Variation of Traits

- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (MS-LS3-2)
- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Some changes are beneficial, others harmful, and some neutral to the organism. (MS-LS3-1)
- (NYSED) Mutations may result in changes to the structure and function of proteins. (MS-LS3-1)

### Patterns

- Patterns can be used to identify cause and effect relationships. (MS-LS2-2) (MS-LS4-2)
- Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-1)
- Graphs, charts, and images can be used to identify patterns in data. (MS-PS1-1) (MS-ESS3-2) (MS-LS4-1)
- Similarities and differences in patterns can be used to sort and classify organisms. (MS-LS4-2)

### Stability and Change

- Small changes in one part of a system might cause large changes in another part. (MSLS2-4)
- 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. (MSESS2-1)
- Stability might be disturbed either by sudden events or gradual changes that

sets and using mathematical concepts to support explanations and arguments.

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

### **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 knowledge, 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-LS1-6)
- Construct an explanation that includes qualitative or quantitative relationships between variables that

### **PS3.D: Energy in Chemical Processes and Everyday Life**

- The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen. (secondary to MS-LS1-6)
- Cellular respiration in plants and animals involves chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. (secondary to MS-LS1-7)

### **LS4.A: Evidence of Common Ancestry and Diversity**

- The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth. (MS-LS4-1)
- Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent. (MS-LS4-2)
- Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy. (MS-LS4-3)

### **LS4.C: Adaptation**

accumulate over time. (MS-ESS3-5)

### **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-PS4-2)

### **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-PS1-1)

### **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. (MSETS1-1)
- The uses of technologies and limitations on their use are driven by individual or

predict phenomena. (MS-LS2-2)

- Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events. (MS-LS42)
- Apply scientific principles to design an object, tool, process or system. (MS-ESS3-3)

### 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) (MS-ESS3-4)
- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-LS2-5)

- 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)

### 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. (secondary to MS-LS2-5)
- (NYSED) Humans impact biodiversity both positively and negatively. (secondary to MS-LS2-5)

### PS1.A: Structure and Properties of Matter

- (NYSED) Substances are made of one type of atom or combinations of different types of atoms. Individual atoms are particles and can combine to form larger particles that range in size from two to thousands of atoms. (MS-PS1-1)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-1)

### PS4.B: Electromagnetic Radiation

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (MS-PS4-2) ¶

societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)

### Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-LS2-3) (MS-LS4-1),(MS-LS4-2)
- 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**

- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2)

**Connections to Nature of Science**  
Scientific Knowledge is Based on Empirical Evidence

- Science knowledge is based upon logical connections between evidence and explanations. (MS-LS1-6)
- Science disciplines share common rules of obtaining and evaluating empirical evidence. (MS-LS2-4)

**Connections to Nature of Science**

**Scientific Knowledge is Based on Empirical Evidence**

- Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-LS4-1)

- NYSED) The path that light travels can be traced as straight lines, except when it hits a surface between different transparent materials (e.g., air and water, air and glass) obliquely where the light path bends. (MS-PS4-2)
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (MS-PS4-2)
- (NYSED) However, because light can travel through space, it cannot be a mechanical wave, like sound or water waves. (MS-PS4-2)

**ESS2.A: Earth's 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)

**ESS3.B: Natural Hazards**

- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (MS-ESS3-2)

**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)

- The use 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. (MSLS2-5)



- 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. (MSESS3-3),(MS-ESS3-4)

**ESS3.D: Global Climate Change**

- Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

**ETS1.A: Defining and Delimiting Engineering Problems**

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS11)

**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. (secondary to MS-LS2-5)
- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4)

- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2), (MS-ETS1-3)
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3)
- Models of all kinds are important for testing solutions. (MSETS1-4)

**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 those characteristics may be incorporated into the new design. (MS-ETS1-3)
- 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-ETS1-4)

**DISTRICT RESOURCES**

Amplify Units:

- Traits and Reproduction
- Populations and Resources
- Matter and Energy in Ecosystems
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

**OTHER RESOURCES**

Generation Genius



\*[Evidence Statements](#) for Life Science

\*[Evidence Statements](#) for Engineering.

NGSS Evidence Statements provide educators with additional detail on what students should know and be able to do.

#### **VOCABULARY**

Refer to glossary in the back of the student investigation notebook.

#### **ASSESSMENT**

End of unit assessments:

- Traits and Reproduction
- Populations and Resources
- Matter and Energy in Ecosystems
- Earth's Changing Climate