

**STATE DEPARTMENT OF EDUCATION
JUNE 10, 2020**

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SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board.

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Teacher Certification Standards and Endorsements Review

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B.9.
Section 33-114, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02.100: Official Vehicle for Approving
Educator Preparation Programs

Idaho Administrative Code, IDAPA 08.02.02.021 - 024: Endorsements

BACKGROUND/DISCUSSION

Supervision and control of the certification of professional education personnel is vested in the State Board of Education through Section 33-114, Idaho Code. Pursuant to Idaho Administrative Code, IDAPA 08.02.02.100, the official vehicle for the approval of traditional teacher preparation programs includes the *Idaho Standards for Initial Certification of Professional School Personnel* (Certification Standards). Nontraditional teacher preparation programs must be aligned to the Certification Standards.

Through late 2019 and early 2020, the Idaho Legislature, the Standards Committee of the Professional Standards Commission, and the Idaho Association of Colleges of Teacher Education expressed the need for significant revisions to the Certification Standards to reduce the regulatory burden upon teacher preparation programs while upholding standards for beginning teachers. During their review of IDAPA 08.02.02, Rules Governing Uniformity, the House Education Committee specifically requested a comprehensive review of the Certification Standards to reduce unnecessary expense, time, and work spent by teacher preparation programs to prepare for program reviews. Additionally, the House Education Committee requested evaluation of endorsement requirements to ensure endorsements across disciplines contain reasonable credit requirements.

In response to these legislative requests, Superintendent of Public Instruction, Sherri Ybarra, has enacted a plan for a broad-based review and simplification of Certification Standards and endorsements, culminating in legislative consideration of the revised standards and endorsements in 2022.

The first phase of this review is underway. A working group comprised of institutions of higher education, Professional Standards Commission members, education stakeholders, nontraditional teacher preparation programs, and lawmakers met mostly via Zoom on June 2 – 3, 2020, to discuss and suggest revisions to the certification standards. The Department intends to bring the revised standards to the Board for approval at the October 2020 meeting. Work will continue through 2021, including a full review of endorsement language and formal rulemaking.

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IMPACT

Revised educator certification standards will provide Idaho's teacher preparation programs with a reasonable, achievable, and measurable set of standards which allow for the design of creative, innovative teacher preparation programs for the benefit of beginning teachers and Idaho's students. Review and revision of endorsements will help to ensure teachers can endorse in a subject without a significantly increased credit load.

ATTACHMENTS

Attachment 1 – Presentation

STAFF COMMENTS AND RECOMMENDATIONS

The Initial Standards for the Initial Certification of Profession School Personnel set out the minimum standards all certificated educators need to know when they enter the classroom to be learner ready. The standards consist of core teacher standards as well as extended standards that are applicable to specific types of positions or teaching in specific content areas. These standards have been developed over the years based on national best practices with the end goal for Idaho classroom teachers to be learner ready when they enter the classroom. All educator preparation programs are evaluated against these standards. The evaluations look at the performance of the candidates coming out of the programs, traditional and non-traditional equally.

A portion of the standards are reviewed each year by the Professional Standards Commission and recommendations are made to the Board to update the standards to keep them relevant over time. The certification standards, once approved by the Board, are incorporated by reference into administrative code. As an incorporated by reference document, the standards have the force and effect of law and may only be amended through the negotiated rulemaking process. Additionally, Board Policy IV.B. State Department of Education, sets out the minimum requirements for standards review prior to them coming to the Board for consideration.

In addition to setting these standards the review and approval of educator preparation programs is also vested in the Board. Currently, the review process is conducted through the Professional Standards Commission and facilitated by the Department of Education. The review process is the same for both traditional and non-traditional programs. As educator preparation programs have evolved, more non-traditional options have become available to individuals seeking certification. Non-traditional options include on-line and performance based programs. The Board is requested to evaluate the review process for these programs and to develop processes that are more specific to the types of programs, rather than using a process that was developed with the historic traditional model of educator preparation in mind.

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BOARD ACTION

This item is for informational purposes only.



Idaho Standards for Initial Certification of Professional School Personnel

Revision Plan and Update



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

6/10/2020

Background



- Idaho Association of Colleges of Teacher Education (IACTE) expressed the need for significant revisions to the *Idaho Standards for Initial Certification of Professional School Personnel (certification standards)*
- Professional Standards Commission (PSC) shared same interest
- Idaho Legislature submitted a letter to State Department of Education and State Board of Education confirming their interest in seeing the standards reviewed

Idaho Educator Standards Review Plan



Phase I – Educator Standards Review

- *Idaho Standards for Initial Certification of Professional School Personnel*

Phase II – Certification & Endorsement Rule Review

- *IDAPA 08.02.02 – Rules Governing Uniformity*

Phase III – Program Review and Approval Process

- *Certification standards guidance and procedures for educator preparation program review and approval*

Idaho Educator Standards Review – Phase I



Goal

Revised Idaho Standards for Initial Certification of Professional School Personnel

- Reduce regulatory burden for educator preparation programs while maintaining high standards for beginning teachers, administrators and pupil service staff

Idaho Educator Standards Review – Phase I

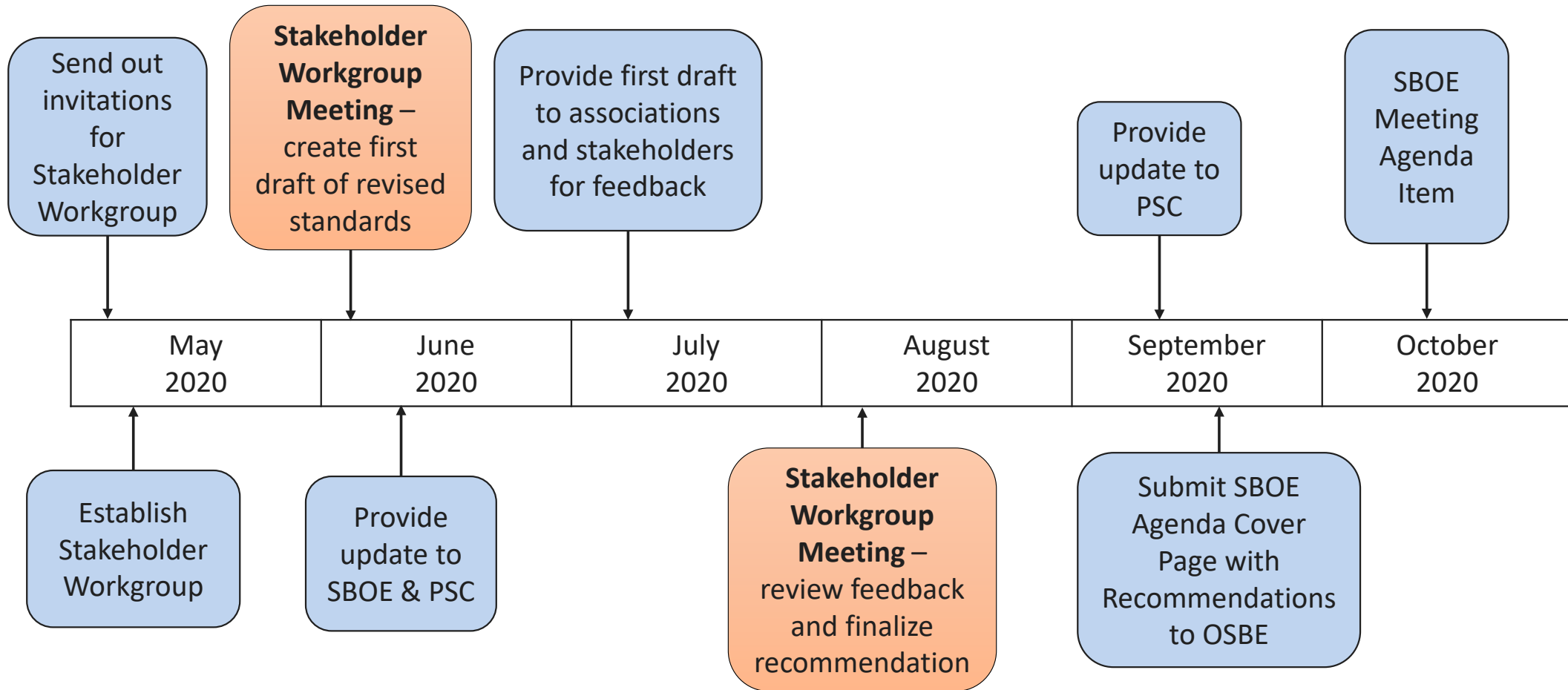


Rationale

- Revised educator certification standards will provide Idaho's educator preparation programs with a reasonable, achievable, and measurable set of standards which allows for the design of creative, innovative educator preparation programs so beginning teachers, administrators and pupil service staff are prepared to be successful and remain in the profession.



Idaho Educator Standards Review Timeline





Idaho Educator Standards Review

Stakeholder Workgroup

House Education Committee Representative Gary Marshall	Senate Education Committee Senator Janie Ward-Engelking
State Board of Education Linda Clark	Office of the State Board of Education Tracie Bent
Professional Standards Commission Karen Pyron, School Board Member; Kathy Davis, Teacher; Mark Gorton, Teacher; Topher Wallaert, Teacher; Ramona Lee, Teacher; Char McKinney, Teacher; Marjean Lewis, Administrator; Kristi Enger, CTE, Marianne Sletteland, Teacher, Steve Copmann, Administrator	Idaho Association of Colleges of Teacher Education Jennifer Snow, BSU; Scott Gardner, BYU-I; Christina Linder, CSI; Emma Wood, ISU; Greg Harman, LCSC; Gail Ballard, NIC; Taylor Raney, U of I; Lori Sanchez, NNU
American Board for Certification of Teacher Excellence Melanie Olmstead	Teach for America – Idaho Levi Mogg
Career Technical Education Donna Orr	Idaho Education Association Layne McInelly
Idaho Association of School Administrators Andy Grover, Rob Winslow	Idaho School Boards Association Quinn Perry
Idaho Indian Education Committee Yolanda Bisbee	Idaho Charter School Network/ BLUUM Terry Ryan, BLUUM Blake Youde, Idaho Charter School Network

Idaho Educator Standards Review – Update



- Summary of June 2-3, 2020 Stakeholder Workshop Meeting



Lisa Colon Durham | Director of Certification and Professional Standards

Idaho State Department of Education

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Appointment to the Professional Standards Commission

REFERENCE

April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six appointments and two reappointments to the Professional Standards Commission and discussed changing practices and reaching out to broader communities when filling openings on the Commission in order to assure more equal representation and diversity of the members.
August 2016	Board approved one appointment to the Professional Standards Commission.
April 2017	Board approved one appointment and three reappointments to the Professional Standards Commission.
August 2017	Board approved one appointment to the Professional Standards Commission.
April 2018	Board approved seven appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.
April 2019	Board approved seven appointments to the Professional Standards Commission.
April 2020	Board approved four appointments to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho

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Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

PSC member Mary Flores, representing the Colleges of Letters and Sciences, is retiring at the end of the academic year, resulting in a vacancy effective July 1, 2020 through the end of her term. The Idaho Association of Colleges for Teacher Education (IACTE) has submitted three (3) nominees to fill this open position through the end of the term and recommends the appointment of Dr. Jamee Nixon from Northwest Nazarene University. Nominee resumes are attached.

IMPACT

Board action allows for appointment of members to the Professional Standards Commission, ensuring full membership for the 2020-2021 meeting year.

ATTACHMENTS

- Attachment 1 – Current Professional Standards Commission Members
- Attachment 2 – Jamee Nixon Resume
- Attachment 3 – R. Jackson Nygaard Resume
- Attachment 4 – Sean Quinlan Resume

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, “Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.”

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) members be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher

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in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

Original appointments are made for a term of three years, appointments to fill vacant positions are made for the remainder of the term they are filling. This process helps to limit the number of new appointments that have to be made in a single year and helps to assure some continuity of membership on the Commission.

BOARD ACTION

I move to appoint Dr. Jamee Nixon as a member of the Professional Standards Commission effective July 1, 2020, through June 30, 2022, representing Colleges of Letters and Sciences.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2019-2020 Professional Standards Commission Members

Clara Allred
Special Education Administrator

Iris Chimburas
Elementary Classroom Teacher
Lapwai School District #341

Karen Pyron
School Board Member
Butte County School District #111

Steve Copmann
Secondary School Principal
Cassia County Joint School District #151

Kathy Davis, Chair
Secondary Classroom Teacher
St. Maries Joint School District #041

Kristi Enger
Career-Technical Education
Division of Career-Technical Education

Mary Flores
Public Higher Education-Letters & Sciences
Lewis-Clark State College

Mark Gorton
Secondary Classroom Teacher
Lakeland Joint School District #272

Mark Haynal
Public Higher Education
Lewis-Clark State College

Marjean Lewis
School Superintendent

Charlotte McKinney
Secondary Classroom Teacher
Mountain View School District #244

Peter McPherson
Chief Deputy Superintendent
Idaho State Department of Education

Terah Moore
Private Higher Education
College of Idaho

Elisa Saffle
Elementary School Principal
Bonneville Joint School District #093

Marianne Sletteland
Exceptional Child Education
Potlatch School District #285

Jennifer Snow
Public Higher Education
Boise State University

Topher Wallaert
Elementary Classroom Teacher
Mountain Home School District #193

Mike Wilkinson
School Counselor
Twin Falls School District #411

Jamee C. Nixon, Ph.D.

Dean, College of Natural and Applied Sciences
Associate Professor of Biology
Northwest Nazarene University
623 S University Boulevard
Nampa, ID 83686
208-467-8677
jnixon@nnu.edu

Educational Background and Other Credentials

Doctor of Philosophy, Microbiology and Immunology

University of Oklahoma Health Science Center

Characterization of Human Bright and Dominant Negative Murine Bright

Mutations and Their Affects On B Lymphocyte Development in Transgenic Mice

July 7, 2005

Masters of Science, Molecular Biology and Immunology

University of Southern Maine

Deletion of Open Reading Frame 74 of Murine Gamma Herpesvirus-68 and

Development of Tools for Functional Analysis of This Putative Chemokine

Receptor

May 10, 1999

Bachelor of Science, Biology/Pre-Med Tech

Northwest Nazarene University

June 15, 1997

Professional Experience

Dean, College of Natural and Applied Sciences, August 1, 2019 – Present

Northwest Nazarene University, Nampa, ID.

As half-time, Dean of the College of Natural and Applied Sciences, I oversee the faculty from the departments of Biology, Chemistry, Kinesiology, Math and Computer Science, Military Science, and Physics and Engineering. I work in collaboration with fellow deans of NNU's seven colleges and with the Vice President for Academic Affairs.

Tenured, Associate Professor, August 2014 - Present

Associate Professor, August 1, 2011 – Present

Assistant Professor, August 1, 2007 – July 31, 2011

Department of Biology, Northwest Nazarene University, Nampa, ID.

As an associate professor in the department of Biology, approximately 90% of my faculty load is devoted to teaching. Beginning Fall 2019, yearly courses that I teach will be BIOL2420

Microbiology and two – three sections of the laboratory (primarily a nursing course), BIOL3820

Pathophysiology, BIOL3970 Research and BIOL4960 Physical Therapy Internship. Alternating year courses are BIOL3420 General Microbiology and the laboratory and BIOL3540 Immunology, both courses designed for Biology and Biochemistry majors. I act as the Pre-Physical Therapy Advisor. With the BIOL3970 load, I direct student research nearly every semester and during the summers.

Adjunct Professor, January – May 2009, June 2016 - Present

Department of Life Sciences, College of Western Idaho, Nampa, ID.

Courses taught: MMBS 111 Introductory Microbiology, MMBS 111L Introductory Microbiology Lab, BIOL 127L Human Structure and Function Lab, BIOL250 General Microbiology. I have worked with the MMBS 111 team at CWI to help develop and maintain curriculum for their students as well as NNU students, as this is a common course for students to take and then transfer to NNU.

Research Scientist

Oklahoma Medical Research Foundation, Oklahoma City, OK, July, 2005 – July, 2007.

This was a post-doctoral position to continue my scientific training. I completed projects begun during graduate school and assisted in the training of other graduate students and research technicians. During this time work was completed that lead, in part, to the publications of 3 peer-reviewed manuscripts.

Adjunct Professor

Department of Math and Science, Oklahoma City Community College, Oklahoma City, OK, January 2006 – December 2009. Courses taught there were BIO2125 Microbiology and the lab for nursing majors during the spring and summer semesters and BIO1114, General Biology for non-majors during the fall semester. With the number of sections offered for each course, the text book and course objectives were determined prior to the start of each course and guidelines given for content of lectures. While I could have continued to teach evening courses, I did not continue due to family schedules and the desire to find a full time teaching position.

Scholarship

Publications

Erika Kristensen, Julia Oxford, and **Jamee C. Nixon**. Production of extra-cellular matrix proteins by human mast cells. *Journal of the Idaho Academy of Science*. 2013. 49:36

Guangyu An, Cathrine Miner, **Jamee C. Nixon**, Paul W. Kincade, Shan Maikad, James Bryant, Philip W. Tucker and Carol F. Webb. Loss of Bright/ARID3a Function Promotes Developmental Plasticity. *Stem Cells*. 2010. 9:1560-7.

Nixon JC, Ferrell S, Miner C, Oldham AL, Hochgeschwender U, Webb CF. Transgenic mice expressing dominant negative Bright exhibit defects in B1 B cells. *Journal of Immunology*. 2008. 181:6913-6922.

Shankar M, **Nixon JC**, Workman J, Maier S, Farris AD, and Webb CF. Anti-nuclear antibody

production and autoimmunity in transgenic mice that over-express the transcription factor Bright. *Journal of Immunology*. 2007. 178:2996-3006.

Rajaiya J, **Nixon JC**, Ayers N, Desgranges ZP, Roy AL. and Webb CF. Induction of Immunoglobulin Heavy Chain Transcription Through the Transcription Factor Bright Requires TFII-I. *Molecular and Cell Biology*. 2006. 26:4758-4768.

Rajaiya J, Hatfield M, **Nixon JC**, Rawlings DJ, and Webb CF. Bruton's tyrosine Kinase Regulates Immunoglobulin Promoter Activation in Association with the Transcription Factor Bright. *Molecular Chemistry and Biology*. 2005. 25:2073-2084.

Nixon JC, Rajaiya J, and Webb CF. Mutations in the DNA-Binding Domain of the Transcription Factor, Bright, Act as Dominant Negative Proteins and Interfere with Immunoglobulin Transactivation. *Journal of Biological Chemistry*. 2004. 279:52465-52472.

Nixon JC, Rajaiya J, Ayers N, Evetts S, and Webb CF. The Transcription Factor, Bright, is not expressed in all human B lymphocyte subpopulations. *Cellular Immunology*. 2004. 228:42-53.

Grants, Contracts, and Scholarly-Related Consultation

1. INBRE Student Research Mentor Grant through NIH funded Idaho INBRE program at the University of Idaho. "Investigating the Antimicrobial Effects of Zinc Oxide Nanoparticles." Submitted but not funded, February 2019. Requested \$39,088.
2. NIH funded Idaho INBRE program through the University of Idaho. Drs. Jennifer Chase, Jamee Nixon, and Ayo Hodonu. "Enhancing Northwest Nazarene University Research with a Fluorescence Plate Reader." Awarded \$23,380. August, 2018
3. MJ Murdock Charitable Trust, *Partners in Science Program* grant. Vancouver, WA. "Effects of sub-inhibitory antibiotic treatment on methicillin-resistant *Staphylococcus aureus* and the subsequent human monocyte response." Submitted and funded. This grant is designed to partner with a science high school teacher to allow the teacher to have research experience and then be able to take the information and techniques learned back into the classroom. Awarded \$15,000 for April 2013 – August 2014.
4. M.J. Murdock Charitable Trust. Vancouver, WA. Submitted September 2012. "Effects of sub-inhibitory antibiotic treatment on methicillin-resistant *Staphylococcus aureus* and the subsequent human monocyte response." *Staphylococcus aureus* causes infections ranging from minor carbuncles to life-threatening endocarditis and toxic-shock syndrome. Antibiotics and the immune response usually clear these infections. However, antibiotic resistance has become a major problem in recent years and this study will focus on methicillin-resistant *Staphylococcus aureus* (MRSA). Studies have shown that low dose antibiotic treatment alters the bacteria cell functions

and architecture without inducing death. This project will investigate how the beginning steps of the human monocyte immune response differs when stimulated with untreated verses low-dose antibiotic-treated MRSA. Requested \$50,650.

5. M.J. Murdock Charitable Trust. Vancouver, WA. Submitted October 2011 but not funded.

“Investigation of the monocyte immune response to methicillin-resistant *Staphylococcus aureus* treated with sub-inhibitory levels of antibiotics.” *Staphylococcus aureus* causes infections ranging from minor carbuncles to life-threatening endocarditis and toxic-shock syndrome. Antibiotics and the immune response usually clear these infections. However, antibiotic resistance has become a major problem in recent years and this study will focus on methicillin-resistant *Staphylococcus aureus* (MRSA). Studies have shown that low dose antibiotic treatment alters the bacteria cell functions and architecture without inducing death. This project will investigate how the beginning steps of the immune response differs when stimulated with untreated verses low-dose antibiotic-treated MRSA. Requested \$44,700. Award was not funded but invited to resubmit in the fall of 2012.

6. The Broad Medical Research Program. Los Angeles, CA. Letter of intent to apply for funding, July 2010. “The role of mutant NOD2 proteins interacts as a mechanism for Crohns Disease.” The letter of intent required a two page summary of the grant and budget. The specific aims of this project were similar to the project below as funding for supplies for this project is no longer available. The scope of the project was determined to not fall within the mission guidelines for this foundation.

7. Mountain States Tumor and Medical Research Institute Small Projects Grant. Submitted and funded. Boise, ID, May 2009. \$7,500. “The Role of NOD2 Protein Interactions in the Inflammatory Response Observed in Crohns Disease.” This grant aimed to examine the role of mutant NOD2 protein and potential inappropriate interactions with other proteins due to the mutation. Genetic studies have revealed that approximately 40% of patients with an inflammatory bowel disease called Crohns Disease have a mutation in the NOD2 gene which leads to a mutated protein. Identifying and understanding inappropriate protein interactions that develop due to mutant NOD2 could give insight as to why some treatments options are not successful in all patients who have Crohns Disease. This was a grant designed to give money for small projects or start-up projects in hopes of generating data that would increase successful funding of additional grants. This grant was previously submitted to the American Cancer Society but was not funded. However, it was reviewed and the comments given by the reviewers were given careful consideration and the writing adjusted to reflect those comments. As a result of this grant, I was able to mentor three different undergraduate students in my lab for both summer and academic year research experiences.

8. Idaho INBRE (Idea Network of Biomedical Research Excellence). National Institute of Health, Bethesda, Maryland. “Mechanisms of, and Immune Consequences from, beta-lactam-Induced Upregulation of Toxin Gene Expression in Methicillin Resistant *Staphylococcus aureus* (MRSA)” INBRE renewal grant submitted and funded, 2009. This grant funds several universities and colleges in ID. I am working in collaboration with Drs. Denny Stevens and Amy Bryant at Veteran’s Affair Hospital in Boise, ID on the project titled above. I am responsible for researching one of the

five specific aims for this project. This grant has given me the opportunity to mentor three different students during summer and academic year research projects.

9. American Cancer Society Institutional Grant program. Pullman, WA, October 2008. Submitted but not funded. "The Role of NOD2 Protein Interactions in the Inflammatory Response Observed in Crohns Disease." This was basically the same grant as mentioned above and submitted to the American Cancer Society as there is an increased risk for Crohns Disease patients to develop gastrointestinal tract cancers due to constant inflammation.

10. National Science Foundation. Washington D.C. January 2008. Submitted and Funded. \$503,775. MRI: Acquisition of a FACS to support collaborative research and education in biomolecular sciences and nanomaterials application. Dr. Denise Wingett, lead writer, Boise State University. This was a collaboration with Denise Wingett and other professors at Boise State University to fund a fluorescent acquisition cell sorter to the Treasure Valley. This piece of scientific machinery allows for many researchers to acquire defined cell populations for research projects, whether that be human, animal, plant or bacterial cell populations.

Regional/State Papers/Presentations

- Nixon, J.C. (2008, March). "Deficient Bright Function Leads to an Inefficient Response to Both Phosphorylcholine and to *Streptococcus pneumoniae*." Presented at the Idaho Academy of Science Annual Meeting, Nampa, ID.
- Nixon, J.C. (2009, April) "Possible Mutant NOD2 protein interactions." Presented at the INBRE Faculty Symposium, Boise, ID.
- Nixon, J.C. (October 2016) "Human Implications of ZnO Nanoparticles." Presented at the INBRE monthly meetings, Boise State University.

National Presentations

- Nixon, J.C., B. O'Neill, S. Jenkins, L. Johnson, A. Barrios, J. Williard. (2018, June) "*The Antibacterial Effects of ZnO Nanoparticles Against Pseudomonas aeruginosa.*" Poster presentation, Annual American Society of Microbiology Microbe meeting, Atlanta, GA.

Service Activities

Professional Service: National

- Poster judging for the American Association for Advancement of Science National Meeting, Seattle, WA, February 15, 2020

Professional Service: Regional/State

- Member, interview committee for the hiring of biology faculty at College of Western Idaho, May and June, 2009
- Oral Presentations to Concurrent Credit Biology courses or other high school course
 - “Bugs, bugs and more bugs.” Mountainview High School, Concurrent Credit BIOL2220 class, Meridian, ID. Spring, 2011.
 - “Bugs, bugs and more bugs.” Salem Christian Academy, Concurrent Credit BIOL2220 class, Salem, OR. September, 2011.
 - “The Fun of Research.” Mountainview High School Research class, Meridian, ID. November, 2011
 - “Bugs and Beyond “ Northwest Christian School, Concurrent Credit BIOL1060 class, Lacey, WA; Tacoma Christian Schools, Concurrent Credit BIOL2220 class, Tacoma, WA; Tumwater High School, Concurrent Credit BIOL1060 & BIOL2220 classes, Tumwater, WA. March 2013
 - “Prokaryotic Cell Structure.” Victory Charter School, Concurrent Credit BIOL1060 class, Nampa, ID. September, 2013. A college level lecture on the structure and nature of bacteria cells with a minimal discussion on the role in human disease. A lab activity to address the ubiquity of bacteria was also provided and directed.
 - “Implications of ZnO Nanoparticles on Human Health” Concurrent Credit course in Redmond, OR April 2015; Caldwell, ID, December 2016; Kalispel, MT, May 2017; and Caldwell, ID, January 2018.
- Chairperson, Oral Presentations, Idaho INBRE Annual Meeting, Moscow, ID. August, 2012, 2013, and 2018.
- Poster Evaluation volunteer, Idaho INBRE Annual Meeting, Moscow, ID, August, 2012 – 2019.
- Partner’s in Science grant funded for the support of a local biology high school teacher from Victory Charter School to complete a 10-week paid research experience for 2 years. Summers of 2013 and 2014.
- Small grant review panel, Mountain States Tumor and Medical Research Institute, June 2013.
- Idaho Academy of Science and Engineering, NNU Representative to Executive Board, March 2012 – Present.
- Chairperson, Oral Presentation Session, Idaho Academy of Science and Engineering Annual Meeting, Meridian, ID. April 13, 2019.
- Deans Administrator Lunch , INBRE Conference, Moscow, ID, July, 2019
- Meeting attendance, Convening of VPAAAs/Provosts/Deans and Grant Administrators, Vancouver, WA, October, 2019

Professional Service: Campus

- Member, NNU Institutional Animal Care and Use Committee, Fall 2007 – Present
- Member, NNU Graduate and Continuing Education Council, Fall 2009 – 2013

- Member, NNU Institutional Bio-Safety Review Committee, Spring 2010 – present
- Jump Start Biology Advising, June 14, 2008 & June 12, 2010, July 2017, July 2018, June 2019
- NNU Explore lunches, February 22, 2008 & March 26, 2010
- Science Olympiad Cell Biology or Microbiology section leader, April 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016
- Faculty Mentor, NNU Concurrent Credit, BIOL1060 and BIOL2220, Fall 2009 – Present; four to ten high school teachers mentored each year
- Member, Cross-campus interview committee for 1 or more nursing faculty candidates, Summers 2011, 2013, 2016, 2017, 2018
- NNU Representative, NNU Celebration Sunday, October 1, 2011; Tacoma, WA.
- Rendezvous host, August 28, 2011 and August 25, 2013
- Member, Cross-campus interview committee for Dean of College of Arts and Sciences, January, 2013
- Member, NNU Assessment and Accreditation Committee, August 2013 – Present
- Chair, NNU Assessment and Accreditation Committee, September 2018 – October 2019
- Faculty Representative, Science and Math Association, NNU, Fall 2015 – Present
- Member of interview group for NNU's Masters of Science Family Nurse Practitioner applications, June 2017 and 2018
- Guest lecturer for NNU's MS Family Nurse Practitioner On-Campus Event, April 2017, April 2018, May 2019, August 2019, and scheduled for April 2020
- Chairperson, NNU Assessment and Accreditation Committee, September 2018 – October 2019
- NNU Overnight Luncheon, Faculty Representative for Biology, November 30, 2018
- Organized student summer research presentations for the executive Board of Trustees, Summer 2018, 2019
- Taught HUMN1100 Cornerstone FA2018 when another faculty pulled out of the teaching assignment. While I was paid overload, this was a service activity by the nature of the course.
- Volunteer for Commencement, May 2019
- Member, NNU Undergraduate Academic Council, October 2019 - Present
- Chair, Academic Appeal Committee, January 2020.
- Member, Academic Continuity group, March 2020 - Present

Local Community Service

- Nampa Christian Schools –
 - Jog-A-Thon volunteer, September 2008 and 2010
 - “Science is Fun” after-school-enrichment course to expose young students to hands-on science, Spring 2010
 - Annual school auction volunteer, February 2012 – 2020
 - Guest Science lecture, Fall 2015, Spring 2018
 - 2nd Grade class, weekly Spring 2017
 - Volleyball Official, Nampa Christian Middle School games, Fall 2017 & 2018
 - Club Volleyball Coach, Nampa Christian Schools U12/U14 January – March, 2017 & 2018
- Cole Valley Christian Junior High Science Fair Judge, Meridian, ID March 16, 2010; March 20, 2012
- Hands of Hope community service project volunteer, College Church of the Nazarene, July 2010

- Provide opportunity for home-schooled children to experience microbiology by bringing them into the lab outside of normal lab sessions and have the elementary age students complete some of the same lab exercises the NNU students complete.
- Salvation Army bell ringer, NNU group, December 2009
- Sunday School volunteer, Early Childhood Department, Bethel Church of the Nazarene, Nampa, ID 2007 – Present. Two Sundays each month
- Upward Basketball Girls Youth Basketball Coach, Bethel Church of the Nazarene, January – March 2011, 2012, 2013
- Victory Charter School Science Fair judge, May 2014
- Volunteer Volleyball Coach, Nampa Rec Center, Fall 2014

Professional Growth and Leadership

Memberships

- Idaho Academy of Science and Engineering member, Spring 2008 – Present
- MSTMRI adjunct member, Spring 2008 – 2014
- American Society of Microbiology, 2015 - Present

Conference Attendance

- 2008 Idaho Academy of Science Annual Meeting, Boise State University (CWI campus), Nampa, ID. March 28, 2008
- 2008 INBRE Annual Summer Research Conference, Boise, ID. August
- 2008 Annual Murdock Science Research Conference, University of Puget Sound, Tacoma, WA. November
- 2010 INBRE Annual Summer Research Conference, Moscow, ID. August
- 2010 Annual Murdock Science Research Conference, Linfield College, McMinnville, OR. November
- 2011 INBRE Annual Summer Research Conference, Moscow, ID. August
- 2011 Annual Murdock Science Research Conference, Seattle Pacific University, Seattle, WA. November
- 2012 INBRE Annual Summer Research Conference, Moscow, ID. August
- 2012 Annual Murdock Science Research Conference, Whitman University, Walla Walla, WA. October
- 2013 The Genome Solver Workshop, J. Craig Venter Institute, Rockville, MD. July
- 2013 INBRE Annual Summer Research Conference, Moscow, ID. August
- 2014 Partners in Science Research Conference, San Diego, CA. January
- 2014 Boise State Undergraduate Research Conference, Boise, ID. July
- 2015 Partners in Science Research Conference, San Diego, CA. January
- 2015 NIH IDeA Western Regional Conference, Coeur d'Alene, ID. October
- 2016 Idaho Academy of Science and Engineering Annual Conference, Pocatello, ID. March
- 2016 INBRE Annual Summer Research Conference, Moscow, ID. August
- 2017 American Society of Microbiology Microbe Conference, New Orleans, MS. June
- 2017 INBRE Annual Summer Research Conference, Moscow, ID. August
- 2018 American Society of Microbiology Microbe Conference, Atlanta, GA. June

- 2018 INBRE Annual Summer Research Conference, Moscow, ID. August
- 2019 Idaho Academy of Science Annual Conference, Meridian, ID. April
- 2019 INBRE Annual Summer Research Conference, Moscow, ID. July
- 2019 Murdock Charitable Trust Undergraduate Research Conference, Vancouver, WA. November
- 2020 American Association for the Advancement of Science, Seattle, WA, February

Other Professional Growth and Leadership

- Northwest Nazarene University teaching cadre directed by Jim Bader, monthly meetings, Fall 2007 – Spring 2008
- INBRE monthly research meetings when they do not conflict with NNU activities. Fall 2007 – present.
- Weekly meetings with Drs. Denny Stevens and Amy Bryant's lab at the Boise VA hospital during the summers and during the academic year when my schedule allows. Summer 2009, 2010, 2011, 2012.
- INBRE sponsored NIH grant writing workshop, 8/2/2010
- INBRE sponsored NIH manuscript writing workshop, 8/1/2010
- NSF Grant-Writing Workshop in Bozeman, MT, August 17-18, 2011
- NSF Grant-Writing workshop, Boise State University, May, 2012
- President's Leadership Cohort, Northwest Nazarene University, October 2018 – May 2019

R. JACKSON NYGAARD

128 N Charles Place
 nygaardr@byui.edu

Rexburg, ID 83440
 (208) 403-2829 Mobile

Education

- Utah State University – Doctor of Education** **December 2008**
 - Instructional Leadership
 - Research focus in school/community relations
- Southern Utah University –** **December 2002**
 - Administrative and supervisory certificate
- Southern Utah University –Masters of Education** **June 1998**
 - Secondary Education – Focus in Mathematics Curriculum Development
- University of Utah –Bachelors of Science** **June 1994**
 - Mathematics/Teaching Major
 - Physics/Teaching minor

Professional Experience

Associate Dean of Teacher Preparation **2019-Present**
Brigham Young University – Idaho

- Work with dean of teacher preparation overseeing all matters related to the accreditation process through the state of Idaho.
- Work with Education coordinating council in the planning and implementation of improved processes for data collection, analysis, and reporting to facilitate the continual improvement process.
- Collaborate with Data specialist and team of data science student employees in the development of gathering, analyzing, visualizing, and distributing to programs meaningful data to inform the continual improvement process and meet accreditation requirements.
- Prepare required reporting measures annual reports.
- Participate with Idaho Association of Colleges for Teacher Education (IACTE) and Idaho Coalition for Educator Preparation (ICEP).

Mathematics Education Professor **2007–Present**
Brigham Young University – Idaho

- Help prepare future mathematics teachers by helping develop conceptual understanding that will serve the development of their future students.
- Develop and Teach Mathematics Education Courses
 - Course lead for Geometry (axiomatic development for teachers – Math 350)
 - Course lead for Mathematical Connections (Emphasis on Standards for teaching mathematics – Math 275)
 - Developed Mathematics teaching courses in fundamentals of Number theory (Math 205) and Geometry (Math 206) including all course materials to lower cost to students.
- Develop and Teach foundations and Lower Division Mathematics courses
- Collaborate on development and redesign of FDMAT 108 for campus and online delivery.
- Collaborate with colleagues in teaching:
 - Geometry (Math Ed. Majors) – Math 350
 - Math Concepts for Elementary Education II – Math 306
 - Elementary Geometry (Ed Majors) – Math 206
 - Fundamentals of Number Theory (Ed Majors) – Math 205
 - History of Mathematics (Math Ed. Majors)– Math 450
 - Mathematical Connections (Math Ed. Majors) – Math 285/275
 - Elementary Math Methods– Ed 442
 - Trigonometry – Math 111
 - College Algebra – Math 110
 - Precalculus – Math 109
 - Math For the Real World – Foundations Math 108

R. JACKSON NYGAARD

**Professional
 Experience
 Continued**

Mathematics Department Chair 2014-2019

Brigham Young University – Idaho

- Facilitate excellence in mathematics instruction for all students
- Communicate with students regarding program curriculum and requirements
- Recruit, hire, and develop outstanding department faculty
- Lead strategic planning for departmental programs in Math Education, Mathematical Sciences (including statistics), and Data Science.
- Develop supportive connection between university administration including college dean and the department faculty.
- Receptively understand faculty and student questions, complaints, and suggestions and take appropriate action according to policy and judgement.

Assistant Principal 2004–2007

Desert Hills Intermediate School, St. George UT

- Observe, collaborate with, and evaluate teachers using Danielson's framework and the WCSD evaluation system
- Consultant for Math grade level department chairs
- Establish and manage student discipline
- Intimate knowledge of & extensive experience developing master schedule
- Knowledgeable of district and state educational policies and resources
- Train teachers serving on school leadership team
- Extensive work with school leadership team and community council
- Chair school technology committee
- Manage annual school fundraiser
- Serve as secretary of Washington County Association of Secondary School Principals

Mathematics Teacher 1994–2004

Dixie Middle School, St. George UT

- Taught students of basic mathematics through advanced algebra utilizing technology, manipulatives, relevant applications, and traditional methods.
- Served as a trained mentor teacher.
- Facilitated early years enhancement (EYE) level three for WCSD as a Math curriculum specialist.
- Piloted Applied Mathematics course for at-risk ninth grade students using a laboratory based, hands on approach to applied curriculum.
- Developed and revised computer laboratory assignments for use with dynamic geometry software in mathematics courses.
- Instructed USOE mathematics summer professional development for Algebra and Geometry
- Served as item writer for Applied Mathematics State End of Level Test
- Served as item writer and reviewer for Intermediate Algebra District End of Level Test
- Served as Reviewer for Utah Basic Skills Competency Test
- presented at multiple Mathematics district in-services
- Served on committee to write Power Standards for geometry and intermediate Algebra for school district

Technology Specialist 1998–2004

Dixie Middle School, St. George UT

- Administered and serviced local network in cooperation with district technology office.
- Serviced and maintained computer hardware and software for administration, teachers, and students.
- Trained and assisted administration and teachers in use of technology.
- Assessed and prioritized technology needs for school.

R. JACKSON NYGAARD

**Presentations
& Professional
Experiences**

- BYU-Idaho [Devotional Speaker](#) **February 2018**
- Presenter ICTM – Teaching Reasoning, Argumentation and Proof **October 2017**
- U of I Doctoral committee – 3 doctoral candidates **2014-2015**
- Danielson framework for teaching certification **February 2016**
- Presenter ICTM – Identity Theft **October 2015**
- Secretary of Washington County Association of Secondary School Principals **2005-2007**
- Presenter at 2007 Utah Middle Level Association Conference “An extended period schedule: What we’ve learned so far” **March 2007**

Publication

- *Sources of Confidence in School Community Councils* – School Community Journal **Fall/Winter 2010**

**Professional
Organizations**

**National Council of Teachers of Mathematics (NCTM)
Association for Supervision and Curriculum Development (ASCD)
Mathematical Association of America (MAA)**

**Military
Experience**

- Personnel Administrator and Rifleman** **1986-1990**
United States Marine Corps
- Managed records section of Battalion Personnel Office – Supervised personnel clerks, updated and audited official Marine files.
 - Primary auditor responsible for Personnel office receiving outstanding scores on pay related and general record inspections
 - Squad leader and recipient of two meritorious promotions

Curriculum Vitae

Sean M. Quinlan, PhD

College of Letters, Arts, and Social Sciences,
University of Idaho,
Administration Bldg. 112
Moscow, Id., 83844–3175
Office phone: (208) 885–6424
Mobile: (208) 596–7708
Email: <quinlan@uidaho.edu>

Academic Employment:

Dean, College of Letters, Arts, and Social Sciences (permanent appointment, February 2020–present)

Term Dean, College of Letters, Arts, and Social Sciences (May–February 2020)

Full Professor, Department of History, University of Idaho (2014 – present)

Administrative Fellow [interim Associate Dean], College of Letters, Arts, and Social Sciences, University of Idaho (2013–14 academic year)

Chair, Department of History, University of Idaho (2012 – 2018)

Associate Professor (tenured), Department of History, University of Idaho (July 2007–June 2014)

Assistant Professor, Department of History, University of Idaho (2001–07)

Andrew W. Mellon fellow, The Humanities Consortium and the Center for 17th- and 18th-Century Studies, University of California, Los Angeles (2000–01)

Editorial Assistant, *American Historical Review* (1998–2000)

Research Assistant, Professor Robert Darnton, Princeton University (1999)

Research Assistant, Professor David Pace, Indiana University (1996)

Associate Instructor, Indiana University (1995–96)

Course Assistant, Indiana University (1994–95)

Instructor, School of Extended Studies, Indiana University (1993–96)

Education:

PhD, History/History & Philosophy of Science (minor), Indiana University, 2000

MA, History, Indiana University, 1994

BA, History/French (minor), Arizona State University, 1992

Research and Teaching Fields:

18th-century studies; history of science and medicine; gender and sexuality in the West; European cultural & intellectual history; modern France & Italy, 1650–present; popular culture & film studies

Languages:

French, German, Italian

Fellowships, Awards, and Distinctions:

Fulbright Faculty Research Fellowship, Italy (Università degli Studi di Napoli “L’Orientale”) (2016–17)

Research Fellowship, Idaho Humanities Council, a State-Based Program of the National Endowment for the Humanities (for summer 2017) (\$3,500.00)

Award for Outstanding Interdisciplinary Research and Collaboration (co-recipient), Office of the Provost, University of Idaho (April 2016) [\$1,500.00]

Visiting Professorship, Leuphana Universität (Lüneburg, Germany), USAC exchange program (spring 2016)

Invited Fellow (residency), Max-Planck-Institut für Wissenschaftsgeschichte, Berlin (June–July 2015) [€6500.00]

University of Idaho Alumni Award for Faculty Excellence (December 2013)

Visiting Professorship, Leuphana Universität (Lüneburg, Germany), USAC exchange program (2011–12)

University of Idaho, College of Liberal Arts and Social Sciences Humanities Fellow (2009–11) / co-organizer, Humanities Fellows Program (2009–11)

Award for Outstanding Interdisciplinary Research and Collaboration (co-recipient), Office of the Provost, University of Idaho (April 2010) [\$1,500.00]

Award for Outstanding Teaching, Office of the Provost, University of Idaho (April 2009) [\$5,000.00]

University of Idaho Research School, Faculty Seed Grant, Paris (June–August, 2008) (\$9,000.00)

Outstanding Faculty Award, University of Idaho, Disability Support Services (April 2008)

University of Idaho Alumni Award for Faculty Excellence (December 2007)

Martin Scholar (2007–08), Global Health Studies, Martin Institute for Peace Studies

Research Fellowship, Idaho Humanities Council, a State-Based Program of the National Endowment for the Humanities (2007) (\$3,500.00)

Bureau of Public Affairs, University of Idaho, Summer Travel Grant (2007) (\$1,000.00)

University of Idaho Research School, Faculty Travel Grant (July 2006) (\$1,500.00)

Percy Adams Award, Southeast American Society for Eighteenth-Century Studies (March 2005)

Dr. Martin Luther King, Jr., Distinguished Service Award for Faculty, University of Idaho and Washington State University (January 2005)

Distinguished Service Award, Latah County Human Rights Task Force (January 2005).

University of Idaho Alumni Award for Faculty Excellence (December 2004)

National Endowment for the Humanities, Summer Stipend Fellowship (June–August, 2004) (\$5,000.00)

University of Idaho Research School, Faculty Seed Grant, Paris (June–August, 2004) (\$9,000.00)

University of Idaho/Washington State University, Naval ROTC, Faculty Excellence Award (May 2004)

University of Idaho Research School, Faculty Travel Grant (August 2003) (\$1,500.00)

University of Idaho Research School, Faculty Seed Grant, Paris (June–August, 2002) (\$9,000.00)

Andrew W. Mellon postdoctoral fellowship, The Humanities Consortium and the Center for Seventeenth and Eighteenth-Century Studies, University of California, Los Angeles (2000–01)

Ezra Friedlander Dissertation Fellowship, Indiana University (Fall, 1997) (\$6,000.00)

Fulbright IIE Fellowship, Full Grant, France (École des Hautes Études en Sciences Sociales, Paris) (1996–97)

Research University Graduate School dissertation fellowship (1996–97) (declined)

Indiana University, Department of History, dissertation fellowship (1996) (\$6,000.00)

John Snell Memorial Prize, European History Section, Southern Historical Association (November 1995)

Outstanding Undergraduate History Major, Arizona State University (May 1993)

Books/Monographs:

Morbid Undercurrents: Medical Subcultures in Post-Revolutionary France, ca. 1794–1848 [Cornell University Press, forthcoming {Emily Andrews, senior acquisitions editor}; full MS = 125,000 words].

The Great Nation in Decline: Sex, Modernity, and Health Crises in Revolutionary France, ca. 1750–1850 (History of Medicine in Context Series) (Aldershot: Ashgate, 2007) [Paperback edition published by Routledge in 2017].

Edited Books/Translations

Marquis de Sade, *Philosophy in the Boudoir*, translated, annotated, and with an introduction by Sarah Nelson and Sean M. Quinlan [MS in preparation and under submission, University of Chicago Press].

Refereed Articles and Essays:

“Antonio Genovesi and the Teaching of Science in Enlightenment Naples: Using Natural Knowledge to Fashion a Reforming Elite,” *Journal of Early Modern Culture Studies*, under submission.

“Maine de Biran, Suffering, and Inner Experience in Post-Revolutionary France,” *Catholic Historical Review*, under review

“Doctors, Radicalism, and the Right to Health in the French Revolution,” in *Life in Revolutionary France*, ed. Mette Harder and Jennifer Heuer (London: Bloomsbury Press, 2019), in press.

- “Demonizing the Sixties: Possession Tales and the Crisis in Medical and Religious Authority in American Popular Culture,” *Journal of American Culture* 37 (2014): 314–30.
- “Writing about the Natural History of Women: Doctors, Medical Genre, and Readership in Post-Revolutionary France,” in *Women, Gender and Disease in Eighteenth-Century England and France*, Ann Kathleen Doig and Felicia Sturzer, eds. (Cambridge: Scholars Press, 2014).
- “Shots to the Mind: Violence, the Brain, and Biomedicine in Popular Novels and Film in Post-1960’s America,” *European Journal of American Culture* 31 (2013): 215–34.
- “Shocked Sensibility: Nerves, the Will, and Altered States in Sade’s *L’Histoire de Juliette*,” *Eighteenth-Century Fiction*, vol. 25 (spring 2013): 533–56.
- “Hereditry, Reproduction, Perfectibility: Early Ideas about Eugenics during the French Revolution,” *Endeavour* 34, no. 4 (December 2010): 142–150.
- “Monstrous Births and Medical Networks: Debates over Forensic Evidence, Generation Theory, and Obstetrical Authority, ca. 1780–1815,” *Early Science and Medicine*, 14 (2009): 599–629.
- “Sex and the Citizen: Reproductive Manuals and Fashionable Elites under the Napoleonic Consulate, 1799–1804,” in *Views from the Margin: Creating Identities in Modern France*, Kevin J. Callahan and Sarah A. Curtis, eds. (Lincoln: University of Nebraska Press, 2008).
- “Men Without Women: Masculinity, Male Sociability, and Revolutionary Politics in France, 1789–1815,” in *French Masculinities: History, Culture, and Politics*, Christopher Forth and Bertrand Taithe, eds., with an afterword by Robert A. Nye (London: Palgrave, 2007).
- “Inheriting Vice, Acquiring Virtue: Hereditary Disease and Moral Hygiene in Eighteenth-Century France,” *Bulletin of the History of Medicine* 80 (Winter 2006): 649–76.
- “Medicine in the Boudoir: The Marquis de Sade and Moral Hygiene in Post-Thermidorean France,” *Textual Practice* 20, no. 2 (2006): 231–55.
- “Physical and Moral Regeneration after the Terror: Medical Culture, Sensibility, and Family Politics in France, 1794–1804,” *Social History* 29, no. 2 (2004): 139–64 (awarded the Percy Adams Prize, 2005).
- “Sensibility and the Human Sciences in the Enlightenment” (review essay), *Eighteenth-Century Studies*, vol. 37, no. 2 (2003): 296–301.
- “The Racial Imagery of Degeneration and Depopulation: Georges Vacher de Lapouge and ‘Anthroposociology’ in Fin-de-Siècle France,” *History of European Ideas*, vol. 24, no. 6 (1999): 393–413.
- “Colonial Bodies, Hygiene and Abolitionist Politics in Eighteenth-Century France,” *History Workshop Journal*, no. 42 (Fall 1996): 107–25. **Reprinted in** Tony Ballantyne and Antoinette Burton (eds.), *Bodies in Contact: Rethinking Colonial Encounters in World History* (Durham: Duke University Press, 2005).
- “Apparent Death in Eighteenth-Century France and England,” *French History*, vol. 9, no. 2 (1995): 27–47 (awarded the John Snell Memorial Prize, 1995).

Works In Progress:

Altered States and the Rise of Modernism: Sensibility, Inner Experience, and Aesthetic Vision in France, ca. 1770s–1830s (book MS in preparation; 2 of 6 chapters completed).

The Dilemmas of the Enlightenment: Autobiography, History, and Social Theory in the Kingdom of Two Sicilies,

ca. 1730–1808 (book project in preparation).

Other Publications:

“Quesnay, François,” in William F. Bynum and Helen Bynum (eds.), *Dictionary of Medical Biography*, 5 vols. (Westport: Greenwood, 2006).

“Louis, Antoine,” in William F. Bynum and Helen Bynum (eds.), *Dictionary of Medical Biography*, 5 vols. (Westport: Greenwood, 2006).

“Evolutionary Parables: Teaching H. G. Wells’s *The War of the Worlds* in History of Science Courses,” *The Wells Society, The Americas* 1.9 (Autumn 2006).

“Southern Slavery As It Wasn’t: Coming to Grips with Neo-Confederate Historical Misinformation” (with William L. Ramsey), *Oklahoma City University Law Review* (spring 2006): 209–23.

“With Darnton into Cyberspace: The *AHR*’s New Avatar,” *AHA Perspectives*, vol. 38, no. 3 (March 2000): 6–7.

Reviews:

Gal Ventura, *Maternal Breast-Feeding and Its Substitutes in Nineteenth-Century French Art*, trans. Merav Fima. Brill’s Studies on Art, Art History, and Intellectual History. (Leiden: Brill, 2018), forthcoming.

Stephen Snelders, *Leprosy and Colonialism: Suriname under Dutch Rule, 1750–1950*. Social Histories of Medicine. (Manchester: Manchester University Press, 2017), in *H-War Review*, forthcoming.

Sun-Young Park, *Ideals of the Body: Architecture, Urbanism, and Hygiene in Postrevolutionary Paris*. Culture, Politics, and the Built Environment. (Pittsburgh: University of Pittsburgh Press, 2018), in *H-France Review*, forthcoming.

William S. Allen, *Without End: Sade’s Critique of Reason* (London: Bloomsbury, 2017), in *French Studies* 74, no. 1 (January 2020), 125–26..

Margaret Cook Andersen, *Regeneration through Empire: French Pronatalists and Colonial Settlement in the Third Republic* (Lincoln: University of Nebraska Press, 2015), in *French History*, forthcoming.

“Hysteria, Genre, and the Physician-Writer” in Todd Meyers (ed.), “Book Forum—Sabine Arnaud’s On Hysteria.” 1 Jul. 2016. *Somatosphere*. Accessed 1 Jul. 2016.<<http://somatosphere.net/?p=10939>>.

Zrinka Stahuljak, *Pornographic Archaeology: Medicine, Medievalism, and the Invention of the French Nation* (Philadelphia: University of Pennsylvania Press, 2013), in *Journal of the History of Sexuality* 25, no. 1 (2015): 206–208.

Michael Osborne, *The Emergence of Tropical Medicine in France* (Chicago: University of Chicago Press, 2014), in *The American Historical Review*, 120, no. 3 (2015): 1126–27.

Joan Sherwood, *Infection of the Innocents: Wet Nurses, Infants, and Syphilis in France, 1780–1900* (McGill-Queen’s/Associated Medical Services Studies in the History of Medicine, Health, and Society; no. 37) (Montreal: McGill-Queen’s University Press, 2010), in *H-France Review* Vol. 11 (August 2011), No. 190.

Jennifer J. Popiel, *Rousseau’s Daughters: Domesticity, Education, and Autonomy in Modern France* (Durham: University of New Hampshire Press, 2008), in *Journal of Interdisciplinary History* 41, no. 1 (Summer 2010): 138–140.

June K. Burton, *Napoleon and the Woman Question: Discourses of the Other Sex in French Education, Medicine, and Medical Law 1799–1815* (Lubbock: Texas Tech University Press, 2007), in *Bulletin of the History of Medicine* 83 (2009): 613–14.

Peter Reill, *Vitalizing Nature in the Enlightenment* (Berkeley: University of California Press, 2005), in *Bulletin of the History of Medicine* 82 (2008): 723–25.

Christopher E. Forth, *The Dreyfus Affair and the Crisis of French Manhood* (Baltimore: Johns Hopkins University Press, 2004), in *Journal of Social History* (2008), 1095–97.

Paschalis M. Litromilides (ed.), *From Republican Polity to National Community: Reconsiderations of Enlightenment Political Thought* (Oxford: Voltaire Foundation, 2004), in *British Journal of Eighteenth-Century Studies* 30.1 (2007): 141–42.

Colin B. Bailey, *Patriotic Taste: Collecting Modern Art in Pre-Revolutionary Paris* (New Haven: Yale University Press, 2003), in *French Politics, Culture & Society*, 25 (Winter 2007): 149–51.

François Delaporte, *Anatomie des passions* (Paris: PUF, 2003), in *Bulletin of the History of Medicine* 80 (2006): 182–83.

Lisa Silverman, *Tortured Subjects: Pain, Truth, and the Body in Early Modern France* (Chicago: University of Chicago Press, 2001), in *British Journal for the History of Science*, 37 (March 2004): 105–06.

Nicholas A. Rupke (ed.), *Medical Geography in Historical Perspective*, Medical History Supplement 20 (London: The Wellcome Trust, 2000), in *British Journal for the History of Science*, 35 (December 2002): 478–79.

Andrew Wear, *Knowledge and Practice in English Medicine, 1550–1680* (New York: Cambridge University Press, 2000), in *Social History of Medicine* 14 (2001): 164–65.

“Identity, the Social, and Images of the French Revolution,” *Eighteenth-Century Studies*, vol. 33 (2000): 131–34 [review of Warren Roberts, *Jacques-Louis David and Jean-Louis Prieur, Revolutionary Artists: The Public, the Populace, and the French Revolution* (Albany: SUNY Press, 2000), Ewa Lajer-Burcharth, *Necklines: The Art of Jacques-Louis David after the Terror* (New Haven: Yale University Press, 1999), and Martin S. Staum, *Minerva’s Message: Stabilizing the French Revolution* (Montreal: McGill Queen’s University Press, 1996)].

Presentations and Conferences:

“Nature, inequality, and melioration: Francescantonio Grimaldi and the dilemmas of the human sciences in the Neapolitan Enlightenment,” panel presentation, “Representations of Nature between Art, Literature, Philosophy and Science in 18th-century Italy,” American Society for Eighteenth-Century Studies, St. Louis, March 2020 [in preparation]

“Branches of the Same Tree,” panel commentary, National Academy of Sciences, Washington State University/University of Idaho town hall, Moscow, Idaho, September 27, 2019.

“Mémoires d’outre-tombe,” panel commentary, “Laying the Past to Rest,” Consortium on Revolutionary Europe, Atlanta, GA, February 28–March 2, 2019.

“Enlightenment and Science in Eighteenth-Century Naples,” Fulbright IIE research workshop, invited presentation, Washington State University, March 2018.

“Antonio Genovesi and the Teaching of Science in the Neapolitan Enlightenment: Using Scientific

Knowledge to Create an Enlightened Elite,” invited workshop, Max-Planck-Institut für Wissenschaftsgeschichte, Berlin, Germany, July 27, 2015.

“Maine de Biran, Suffering, and the Perils of Inner Experience in Post-Revolutionary France,” invited workshop, Max-Planck-Institut für Wissenschaftsgeschichte, Berlin, June 15, 2015.

“Narrative in History,” Roundtable Presentation, “Interdisciplinary Approaches to Narratives,” Department of English, University of Idaho, March 2015.

“Heightened Sensibility, Intuition, and Imaginative Expression in the Philosophy of Maine de Biran,” presentation at the joint History of Science Society/Philosophy of Science annual meeting, Chicago, November 6–9, 2014.

“Gothic Neo-Classicism: Anatomy, Art, and Politics in the French Revolution,” invited lecture, Department of History, Arizona State University (in honor of Rachel G. Fuchs) (April 2014).

Panel chair, “Body and Gender in Question, Women as Scientists, Patients, and Objects of Study,” Annual Meeting of the Society for French Historical Studies, Harvard University, Cambridge, Mass., April 3–6, 2013.

Panel commentator, “Masculinities during the French Revolution,” Annual Meeting of the Society for French Historical Studies, Harvard University, Cambridge, Mass., April 3–6, 2013.

“From Physiology to ‘Physiologies’: Medicine, Literary Genre, and Readership in Restoration France,” invited lecture, Medical Humanities Series, University of California, Los Angeles, May 23, 2011.

Panel commentator, “What Lies Beneath: Memory, Ghosts and the Unconscious,” Annual meeting for the Society for French Historical Studies, Tempe, Arizona, April 8–10, 2010.

“Sculpting Flesh: Medicine, the Fine Arts, and Ideal Bodies in Napoleonic France,” invited lecture, Institute of French Studies, New York University, November 4, 2009.

“Degeneration, Regeneration, and Health Crises: Human Breeding and Biomedical Science in Enlightenment and Revolutionary France,” invited lecture at the workshop “Eugenics before Galton” at the German Historical Institute, Washington DC, September 24–25, 2008.

“Gothic Neo-Classicism: Sculpting Flesh in the Anatomy and the Art of the Directory and Empire, 1799–1815,” presentation at the 39th Annual Meeting of the American Society for Eighteenth-Century Studies, Portland, Oregon, March 27–30, 2008.

“Monstrous Births, Medical Networks, and Obstetrical Authority in France, ca. 1770–1820,” presentation at the joint History of Science Society, Philosophy of Science Association, and Society for Social Studies of Science annual meeting, November 1–5, 2006, Vancouver, BC, Canada.

“Monstrous Births, Obstetrics, and Medical Authority,” invited lecture at the Department of History, University of California at Berkeley, April 3, 2006.

“Monstrous Births, Generation, and Medical Authority in Late Enlightenment France,” invited lecture at the Clark Memorial Library conference, “Vital Matters: 18th-Century Views of Conception, Life and Death,” Center for 17th and 18th-Century Studies, UCLA, October 28–29, 2005.

“Sex and the Citizen: Reproductive Manuals and Fashionable Elites under the Napoleonic Consulate, 1799–1804,” presentation at the American Association for the History of Medicine, April 7–10 2005, University of Alabama at Birmingham.

“Anthropology, Race, and Degeneration in 19th-Century France,” invited presentation, Arizona State University, Department of History, November 23, 2004.

“Inheriting Vice and Virtue: Hereditary Disease in Eighteenth-Century French Medicine,” presentation at the American Association for the History of Medicine, April 29–May 2, 2004, University of Wisconsin, Madison.

“Inherited or Acquired Vice? – The Politics of Hereditary Disease in Enlightenment Medicine,” Presentation at the International Society for Eighteenth-Century Studies, August 3–9, 2003, Los Angeles.

“Neuroses and Revolution: Medicine and Corporeal Rehabilitation after the Terror,” Presentation at the annual meeting of the History of Science Society, Milwaukee, Wisc., Nov. 11–12, 2002

“The Limits of Rejuvenation: Sensibility and Domestic Hygiene in Post-Thermidorean France,” Presentation at the annual meeting of the Northeastern American Society of Eighteenth-Century Studies, October 17–19, 2002, The Graduate Center (CUNY)

“The Margins of Vitality,” conference co-organizer, Colloquium at the Humanities Consortium, University of California at Los Angeles, June 1–2, 2001

“Medicine, Sensibility, and the Culture of Regeneration in Revolutionary France,” Presentation at the Humanities Consortium, University of California, Los Angeles, May 14, 2001.

“Regenerating the Social Body: Sensibility, Applied Medical Knowledge, and the New Citizen of Revolutionary France,” Department of History, Indiana University, Bloomington, December 6, 1999.

“Colonial Bodies, Hygiene, and Abolitionist Politics in Eighteenth-Century France,” presentation at the conference, “Culture, Conflict, and Difference,” October 7–8, 1995, Princeton University.

Courses taught:

HIS 100, ‘What is the study of the past’ (course convener), F2016, F2017.

HIS 102, World History, 1300–present [F2001, S2003, S2004, SS2004, S2005, S2006, S2007, F2013, F2014, F2015, S2018]

HIS 290, The Historian’s Craft (sophomore seminar) [S2003, SS2005, SS2006, SS2007, S2010, S2013, F2017] (previous topics have included ‘Degeneration, Decadence and the Fin-de-Siècle’, ‘Women and Medicine’ and ‘Epidemics in History’)

HIS 350, European Cultural History, 1600–1800 [S2004, F2005, F2008, F2010, F2012, S2015, S2017]

HIS 366, Modern European Cultural History [F2002, S2005, S2006, F2007, S2009, S2011, S2014, F2016]

HIS 380, History of Medicine [S2002, F2003, F2005, F2006, F2008, S2010, F2012, F2015]

HIS 382, History of Biology [F2002, S2005, S2007, S2009, S2011, F2014]

HIS 385/WMST 404, History of Sexuality [SS2002, SS2003, SS2004, SS2006, SS2008, SS2010]

HIS 401/501, Pro-Seminar: Modernist Culture [S2004]; Masculinities (F2005); Intellectuals and Public Life (S2008)

HIS 404, ST: Gender and Science (S2007, F2009)

HIST 404, ST: The Global Sixties (SS2011)

HIS 451/551, French Revolution and Napoleon [S2002, F2003, SS2005, F2006, SS2008]

HIS 452/552/ART 301, 19th-Century Europe [F2001, F2007, S2009, F2010, F2013]

HIST 452, Age of Revolution in Europe, 1780–1880 (F2016)

HIS 469/569, Modern France [S2003, S2008, F2009]

HIST 595, Historiography (S2018)

Course development (University of Idaho):

“Energy, Force, and Matter: A History of the Physical Sciences,” Integrated Science course development, co-sponsored by the Department of Chemistry, spring 2002

“Sex and Gender in the 21st Century,” Humanities CORE course proposal, co-sponsored by the Women’s Studies Program, spring 2002

Committee Service (University of Idaho):

University:

Complete College America Committee (2019–present)
Accreditation Steering Committee (2019–present)
Dean’s Recruitment Council (fall 2018–present)
Distinguished Professor selection committee, Office of the Provost (spring 2019)
Search Committee Chair, Vice Provost for Faculty (spring 2018)
University Faculty Appeals Committee (2014–present)
University General Education Committee (2014–2018)
University Research Council, CLASS representative (2014)
“Focus for the Future,” Program Prioritization Process, Phase II, Planning Committee (2013–14)
Seed Grant Committee, University Research Office (2013)
Dean Aiken, 5-Year Periodic Review Committee (2012–13)
Borah Symposium (2006–08)

College:

College of Letters, Arts, & Social Sciences, Key Fund Grant, Selection Committee (fall 2016)
College of Letters, Arts, & Social Sciences, Faculty Research Exposition, assistant organizer (October 2016)
College of Letters, Arts, & Social Sciences, Human Communities Research Consortium, co-organizer and participant (fall 2016)
College of Letters, Arts, & Social Sciences, organizer, Faculty Development Series (2015–16)
College of Letters, Arts, & Social Sciences, Graduate Studies Task Force (September 2015 – present)
College of Letters, Arts, & Social Sciences, Faculty Research Exposition, Planning Chair (September 2015)
Kurt Olsson Early Career Fellowship Award, Committee Chair (Spring 2015)
Key Grant Fund Fellowships, Chair, College of Letters, Arts, & Social Sciences, Committee Chair (Spring 2015)
Summer Stipend Research Fellowships, College of Letters, Arts, & Social Sciences, Committee Chair (Fall 2014)
Kurt Olsson Early Career Fellowship, Committee Chair (Spring 2014)
Department of Psychology, Chair Search, outside committee member (Spring 2014)
Department of English, Chair Search, outside committee member (Spring 2014)
CLASS Associate Dean, Search Committee (Spring 2014)
Department of Modern Languages and Culture, Latin American Studies search committee, outside member (2013–14)
CLASS Executive Committee, Promotion and Tenure Committee (2012 – present)

Kurt Olsson Early Career Fellowship, committee member (Spring 2013)
Lindley Award Committee for Outstanding College Undergraduate (2013)
International Study Abroad Task Force, curriculum committee (2003–04)
College Promotion and Tenure Committee, department representative (2002–04)
Religious Studies Committee (2001 – present)

Department Level:

Committee Chair, Promotion committee, Brian Wolf, Department of Sociology and Anthropology (fall 2019)

Committee Chair, Promotion committee, Benjamin Barton, Department of Psychology (fall 2019)

Committee Chair, Promotion committee, Vanessa Sielert, School of Music (Fall 2018)

Committee member, Ancient History search committee (History Dept.) (Spring 2018)

Outside member, art history search committee (Department of Fine Arts) (2018)

Outside member, third-year review, Dr. Ashley Kerr (Modern Languages) (2017)

Committee member, American History (pre-1877) search (2015–16)

Tenure & promotion committee, Dr. Marco Deyasi, Department of Art (2015)

Chair, American West search committee (2015)

Chair, promotion committee, Mark Warner (Dept. of Anthropology) (2014–15)

Chair, promotion committee, Adam Sowards (2014–15)

Chair, promotion committee, Pingchao Zhu (2014–15)

Chair, promotion committee, Ellen Kittell (2014–15)

Chair, tenure & promotion committee, Ian Chambers (2014–15)

Department of History, Assessment Committee Chair, 2012–present

Tenure & promotion committee, Dr. Stacey Camp, Dept. of Anthropology (2013)

Third-year review committee, Dr. Rebecca Jager, Department of History (2013)

Third-year review committee, Dr. Marco Deyasi, Department of Art (2013)

Chair, history of science search committee (2012–2013)

Member, chair search committee, Dept. of History (2012)

Third-year review committee & chair, Dr. Rosanna Laureola, History (2010)

Tenure/promotion committee, Greg Rahmen-Turner, Department of Art (2009)

Tenure and promotion committee, Dr. Adam Sowards (2008)

Chair, Early America Search Committee (2008)

Third-year review committee, Dr. Adam Sowards (2007)

Third-year review committee, Dr. William Ramsey (2006)

Tenure and promotion committee, Dr. Pingchao Zhu (fall 2004)

Departmental chair review committee, Dr. Kathy Aiken (fall 2003)

History graduate program curriculum committee (fall 2003 – 2006)

History undergraduate curriculum committee [HIS 290] (fall 2002 – 2006)

3rd-year review committee, Dr. Pingchao Zhu (spring 2002)

Intramural Service/Outreach:

“Exploring Humanities Funding Opportunities,” panelist and chair, Office of Research and Economic Development, University of Idaho, October 30, 2019.

Co-organizer, “Seeking Suffrage,” university and community-based lecture series and retrospective for the global centennial of women’s suffrage (2019–20)

“The French Revolution and Its Global Impact,” lecture at Orofino State Prison (“Inside/Out” series), July 7, 2019

Co-organizer, workshop/film series retrospective: *Weimar Germany: History, Film & Memory — One Hundred Years Later*, November – December 2018, University of Idaho [five film showings for the community, including panel discussions and an invited lecture series]

Leadership Team Panel Presentation, Cultural Literacy and Equity Symposium, University of Idaho, October 31, 2018.

“The History of Medicine and the Patient: An Embarrassingly Short Introduction,” guest lecture, WWAMI program, Gritman Medical Center, Moscow, Idaho, October 25, 2018.

“Suffering, Religion, and Philosophy in Early 19th-Century France,” Lecture at St. Augustine’s Catholic Center at University of Idaho, October 24, 2018.

“The Enlightenment in Southern Italy,” Moscow Public Library, History Lecture Series, May 2018.

“The Tale of Three Enlightenment Priests from Southern Italy: Balancing Faith and Reason in 18th-Century Naples,” Lecture at St. Augustine’s Catholic Center at University of Idaho, September 27, 2017.

“Antonio Genovesi and the Teaching of Science in Enlightenment Naples,” Presentation at the Renfrew Interdisciplinary Colloquium, University of Idaho, September 12, 2017

“Sex and the Citizen: Doctors, ‘How-To’ Manuals, and Political Constituencies during the French Revolution, around the year 1800.” Lecture, University Honors Program “Fireside Chat” series, October 11, 2016.

“Embarking on frightful seas with not-so-cunning sails: one historian’s journey with contemporary philosophy,” lecture, University of Idaho Philosophy Club, October 3, 2016

“Intellectuals and Religious Conversion in 20th-Century France,” St. Augustine’s Catholic Center—University of Idaho, “Theology on Tap” Series, December 2016.

“The French Connection: Catholic Traditionalism and Conservative Politics,” St. Augustine’s Catholic Center—University of Idaho, April 2014.

“Gothic neoclassicism: anatomy, art, and politics in the French Revolution,” invited lecture, Department of Physics, Honors Awards Induction Ceremony, April 22, 2013.s

St. Mary’s School, school board representative & public relations committee (2010–2014); board vice-president (2013– 14); board president (2014–15)

“Human Communities” (with John Mihelich), Renfrew Interdisciplinary Colloquium, February 15, 2011.

St. Augustine’s University Center at the University of Idaho, Grant Committee (2009–10) [co-author of Catholic Extension Grant for \$125,000.00 to improve physical plant]

Faculty Advisor, Black Student Union, University of Idaho (2004–09)

Convocation on *One Flea Spare* (dir. Seraphina Richardson, MFA candidate, Department of Theatre Arts, University of Idaho), Hartung Theater, October 8, 2008.

“Can Men Be Feminists?” brown bag seminar, the Women’s Center, the University of Idaho, September 2008.

“Doctors, Sex Manuals, and Reproductive Politics in Post-Revolutionary France,” presentation, Department of Physics colloquium, University of Idaho, February 11, 2008.

“Rosa Parks and the Legacy of the Civil Rights Movement,” University of Idaho public lecture, December 1, 2005.

“Sex and the Citizen: Reproductive Manuals and Fashionable Elites under the Napoleonic Consulate, 1799–1804,” University of Idaho Interdisciplinary Colloquium, April 2005.

“Slavery and Racism: Past, Present, and Future,” community forum sponsored by the Moscow Civic Association (Idaho) and the Latah County Human Rights Association, February 7, 2004.

“Southern Slavery As It Wasn’t: Professional Historians Respond to Neo-Confederate Misinformation” (with William L. Ramsey), November 2003, published by the University of Idaho Office of Diversity and Human Rights, for Raúl Sánchez, special assistant to the university president on diversity and human rights.

“Sade, Pornography, and Moral Hygiene,” Philosophy Honor Society lecture, November 19, 2003.

“Talk Back” seminar on Margaret Edson’s *Wit* (dir. Nike Imoru), Kiva Theater, University of Idaho, October 16, 2003.

“Neuroses and Civilization: The Revolutionary Fix,” Phi Alpha Theta lecture, University of Idaho, May 2002.

“Biological Rejuvenation and Politics during the French Revolution,” faculty seminar presentation, Department of Biology, University of Idaho, April 24, 2002.

“Laclos’s *Dangerous Liaisons* and the Political Culture of 18th-Century France,” seminar presentation, Department of Theatre Arts, University of Idaho, March 15, 2002.

“Page to Stage” roundtable on Caryl Churchill’s *Cloud 9* (dir. Nike Imoru), Hartung Theatre, University of Idaho, October 19, 2001.

Professional Service and Peer Review:

Fulbright National Selection Committee (France), U.S. State Department, November 18–19, 2019 [three-year appointment]

Reader (article MS), *Bulletin of the History of Medicine* (2019)

National Endowment for the Humanities, Grant Panelist, Public Scholar Fellowships (spring 2018)

Reader (article MS), *Journal of the History of Sexuality* (2016)

Reader (article MS), *Social History of Medicine* (2015)

Reader (textbook adoption), Oxford University Press (2014)

Reader (book MS), Palgrave–Macmillan Press (2014)

Outside Program Reviewer, Department of History, University of Montana (2014)

Reader (article MS), *Romance Studies* (2013)

Reader (book MS), University of Chicago Press (2013)

Outside tenure/promotion reviewer, Department of History, University of California, Riverside (October 2012)

Pacific Branch of American Historical Association, First Book Prize Committee (2009–2011); Committee Chair (2011)

Reader (book MS), Oxford Voltaire Foundation Press (2011)

Reader (book MS), Ashgate Press (2010)

Reader (article MS), *Journal of the History of Sexuality* (2010)

Reader (book MS), University of Toronto Press (2009)

Reader (article MS), *Early Science and Medicine* (2009)
Reader (article MS), *Journal of the History of Ideas* (2008)
Reader (article MS), *The American Historical Review* (2008)
National Endowment for the Humanities, Grant Panelist, Summer Stipend Grants (2007)
Reader (article MS), *Textual Practice* (2006)
National Endowment for the Humanities, Grant Panelist, Summer Stipend Grants (2005)
Reader (article MS), *The European Legacy: Towards New Paradigms* (2001)

Memberships and Professional Organizations:

American Association for the History of Medicine
History of Science Society
American Society for Eighteenth-Century Studies

STATE DEPARTMENT OF EDUCATION
JUNE 10, 2020

SUBJECT

Idaho Science Standards – Technical Correction

REFERENCE

August 2008	Board approved updated Content Standards in Driver Education.
April 2009	Board approved updated Content Standards in Science.
April 2010	Board adopted revised Content Standards in Information and Communication Technology.
August 2015	Board approved updated Science standards (rejected by legislature).
December 2016	Board approved updated Science Content Standards (partially rejected by legislature)
August 2017	Board approved updated Science Content Standards and proposed rule updating Idaho’s Science Content Standards.
November 2017	Board approved pending rule docket number 08- 0203-1705, incorporating by reference the updated Idaho Science Content Standards

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B.9
Section 33-1612, Idaho Code
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – The Idaho Content Standards

BACKGROUND/DISCUSSION

When the State Department of Education proposed science standards in 2016 and 2017, the incorporated by reference document included the Science Standards and additional supporting content. The supporting content is not necessary to include with the standards, and feedback from the field indicates the inclusion of this additional content is confusing. The incorporated by reference document is adopted as part of the rule making process, but technical changes to the document are allowable. While the removal of the supporting content is a technical correction and does not change the original action in the adoption of the science standards, the changes appear substantive so we ask the Board to recognize the technical correction to the document does not change their original adoption of the standards.

IMPACT

The technical correction from the Science Content Standards incorporated by reference document does not change the original action of the Board’s approval of the science standards. In addition, this technical correction has no negative impact on schools, districts or educators in their use of or in their implementation of the science standards.

**STATE DEPARTMENT OF EDUCATION
JUNE 10, 2020**

ATTACHMENTS

Attachment 1 - Idaho Science Content Standards as Incorporated by Reference

STAFF COMMENTS AND RECOMMENDATIONS

The Administrative Procedures Act requires all documents incorporated by reference to be date and edition specific in order to be valid incorporations by reference. Formal rulemaking procedures must be followed when incorporating documents by reference. Once incorporated by reference, a document has the force and effect of law. Materials that are incorporated by reference must be maintained in their original incorporated state, the one exception to this is technical corrections and document formatting.

BOARD ACTION

I move to approve the technical correction to the Idaho Science Standards Incorporated by reference document, approved by the Board on August 10, 2017, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO CONTENT STANDARDS

SCIENCE



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

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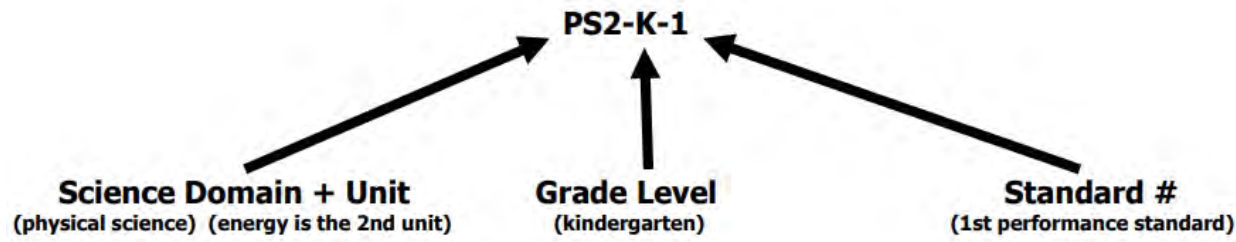
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INTRODUCTION

The Idaho State Science Standards are essential for developing the science literacy of Idaho students, as it is vital that our students understand the fundamental laws and practices within scientific disciplines. This document provides stakeholders with a set of rigorous and relevant science performance standards that prepare students to be informed, contributing citizens of the 21st century world. The unifying goal is for Idaho students to practice and perform science and use their working knowledge of science to successfully function in a complex world.

USING THIS DOCUMENT



Category Headings

PS – Performance Standards

SC – Supporting Content

Other Abbreviations

ETS – Engineering and Technology Standard

K – Kindergarten

MS – Middle School

HS – High School

Science Domains

LS – Life Science

PS – Physical Science

PSC – Physical Science Chemistry

PSP – Physical Science Physics

ESS – Earth and Space Science

ELEMENTARY SCHOOL (KINDERGARTEN)

PS: Physical Sciences

PS1-K Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

- Further Explanation: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.
- Content Limit: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

- Further Explanation: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.
- Content Limit: Assessment does not include friction as a mechanism for change in speed.

Supporting Content

PS2.A: Forces and Motion

- ~~Pushes and pulls can have different strengths and directions. (PS1-K-1, PS1-K-2)~~
- ~~Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (PS1-K-1, PS1-K-2)~~

PS2.B: Types of Interactions

- ~~When objects touch or collide, they push on one another and can change motion. (PS1-K-1)~~

PS3.C: Relationship Between Energy and Forces

- ~~A bigger push or pull makes things speed up or slow down more quickly. (PS1-K-1)~~

ETS1.A: Defining Engineering Problems

- ~~A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (PS1-K-2)~~

PS2-K Energy

Performance Standards

Students who demonstrate understanding can:

PS2-K-1. Make observations to determine the effect of sunlight on Earth’s surface.

- Further Explanation: Examples of Earth’s surface could include sand, soil, rocks, and water.
- Content Limit: Assessment of temperature is limited to relative measures such as warmer/cooler.

PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

- Further Explanation: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

Supporting Content

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

- ~~• Sunlight warms Earth’s surface. (PS2-K-1, PS2-K-2)~~

LS: Life Sciences

LS1-K Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

- Further Explanation: Examples of patterns could include that animals need to take in food but plants produce their own; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.

- Further Explanation: Use chart or Venn diagram to sort objects or pictures into living and not-living items.

Supporting Content

~~**LS1.C: Organization for Matter and Energy Flow in Organisms**~~

~~All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (LS1-K-1)~~

~~Living and non-living things have distinct characteristics. (LS1-K-2)~~

ESS: Earth and Space Sciences

ESS1-K Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.

- Further Explanation: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.
- Content Limit: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

- Further Explanation: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

Supporting Content

~~ESS2.D: Weather and Climate~~

~~Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS1-K-1)~~

~~The four seasons occur in a specific order due to their weather patterns. (ESS1-K-1)~~

~~ESS2.E: Biogeology~~

~~Plants and animals can change their environment. (ESS1-K-2)~~

~~ESS3.C: Human Impacts on Earth Systems~~

~~Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS1-K-2)~~

ESS2-K Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

- Further Explanation: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.

ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

- Further Explanation: Emphasis is on local forms of severe weather.

ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

- Further Explanation: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

Supporting Content

~~ESS3.A: Natural Resources~~

- ~~• Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (ESS2-K-1)~~

~~ESS3.B: Natural Hazards~~

- ~~• Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS2-K-2)~~

~~ESS3.C: Human Impacts on Earth Systems~~

- ~~• Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS2-K-3)~~

~~ETS1.A: Defining and Delimiting an Engineering Problem~~

- ~~• Asking questions, making observations, and gathering information are helpful in thinking about problems. (ESS2-K-2)~~

~~ETS1.B: Developing Possible Solutions~~

- ~~• Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (ESS2-K-3)~~

ELEMENTARY SCHOOL (1ST GRADE)

PS: Physical Sciences

PS1-1 Waves

Performance Standards

Students who demonstrate understanding can:

PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

- Further Explanation: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

- Further Explanation: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

- Further Explanation: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).
- Content Limit: Assessment does not include the speed of light.

PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

- Further Explanation: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.
- Content Limit: Assessment does not include technological details for how communication devices work.

Supporting Content

PS4.A: Wave Properties

- ~~• Sound can make matter vibrate, and vibrating matter can make sound. (PS1-1-1)~~

PS4.B: Electromagnetic Radiation (light)

- ~~• Objects can be seen if light is available to illuminate them or if they give off their own light. (PS1-1-2)~~
- ~~• Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (PS1-1-3)~~

PS4.C: Information Technologies and Instrumentation

- ~~People also use a variety of devices to communicate (send and receive information) over long distances. (PS1-1-4)~~

LS: Life Sciences

LS1-1 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

- Further Explanation: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

- Further Explanation: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

- Further Explanation: Changes organisms go through during their life form a pattern.
- Content Limit: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Supporting Content

~~LS1.A: Structure and Function~~

- ~~• All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1-1-1)~~

~~LS1.B: Growth and Development of Organisms~~

- ~~• Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LS1-1-2)~~
- ~~• Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (LS1-1-3)~~

~~LS1.D: Information Processing~~

- ~~• Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (LS1-1-1)~~

LS2-1 Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

- Further Explanation: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.
- Content Limit: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

Supporting Content

~~LS3.A: Inheritance of Traits~~

- ~~• Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (LS2-1-1)~~

~~LS3.B: Variation of Traits~~

- ~~• Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LS2-1-1)~~

ESS: Earth and Space Sciences

ESS1-1 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- Further Explanation: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.
- Content Limit: Assessment of star patterns is limited to stars being seen at night and not during the day.

ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

- Further Explanation: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- Content Limit: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Supporting Content

~~ESS1.A: The Universe and its Stars~~

- ~~• Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (ESS1-1-1)~~

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

- ~~• Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (ESS1-1-2)~~
- ~~• Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons. (ESS1-1-2)~~

ELEMENTARY SCHOOL (2ND GRADE)

PS: Physical Sciences

PS1-2 Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

- Further Explanation: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

- Further Explanation: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
- Content Limit: Assessment of quantitative measurements is limited to length.

PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

- Further Explanation: Examples of pieces could include blocks, building bricks, or other assorted small objects.

PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

- Further Explanation: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.

Supporting Content

PS1.A: Structure and Properties of Matter

- ~~• Different kinds of matter exist and many of them can be solid, liquid, or gas depending on temperature. Matter can be described and classified by its observable properties. (PS1-2-1)~~
- ~~• Different properties are suited to different purposes. (PS1-2-2),(PS1-2-3)~~
- ~~• A great variety of objects can be built up from a small set of pieces. (PS1-2-3)~~

PS1.B: Chemical Reactions

- ~~• Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (PS1-2-4)~~

LS: Life Sciences

LS1-2 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

- Content Limit: Assessment is limited to testing one variable at a time.

LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Supporting Content

~~LS2.A: Interdependent Relationships in Ecosystems~~

- ~~• Plants depend on water and light to grow. (LS1-2-1)~~
- ~~• Plants depend on animals for pollination or to move their seeds around. (LS1-2-2)~~

~~ETS1.B: Developing Possible Solutions~~

- ~~• Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (LS1-2-2)~~

LS2-2 Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.

- Further Explanation: Emphasis is on the diversity of living things in each of a variety of different habitats.
- Content Limit: Assessment does not include specific animal and plant names in specific habitats.

Supporting Content

~~LS4.D: Biodiversity and Humans~~

- ~~• There are many different kinds of living things in any area, and they exist in different places on land and in water. (LS2-2-1)~~

ESS: Earth and Space Sciences

ESS1-2 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

- Further Explanation: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.
- Content Limit: Assessment does not include quantitative measurements of timescales.

Supporting Content

ESS1.C: The History of Planet Earth

- ~~Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (ESS1-2-1)~~

ESS2-2 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

- Further Explanation: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.

ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

- Content Limit: Assessment does not include quantitative scaling in models.

ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.

Supporting Content

ESS2.A: Earth Materials and Systems

- ~~Wind and water can change the shape of the land. (ESS2-2-1)~~

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- ~~Maps show where things are located. One can map the shapes and kinds of land and water in any area. (ESS2-2-2)~~

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

- ~~Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (ESS2-2-3)~~

ETS1.C: Optimizing the Design Solution

- ~~Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (ESS2-2-1)~~

ELEMENTARY SCHOOL (3RD GRADE)

PS: Physical Sciences

PS1-3 Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

- Further Explanation: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.
- Content Limit: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

PS1-3-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

- Further Explanation: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.
- Content Limit: Assessment does not include technical terms such as period and frequency.

PS1-3-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

- Further Explanation: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
- Content Limit: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

PS1-3-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

- Further Explanation: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

Supporting Content

PS2.A: Forces and Motion

- ~~Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative additions of forces are used at this level.) (PS1-3-1)~~
- ~~Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall and at rest. (PS1-3-2)~~
- ~~The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (PS1-3-2)~~

PS2.B: Types of Interactions

- ~~Objects in contact exert forces on each other. (PS1-3-1)~~
- ~~Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (PS1-3-3, PS1-3-4)~~

LS: Life Sciences

LS1-3 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS1-3-1. Construct an argument that some animals form groups that help members survive

Supporting Content

~~LS2.D: Social Interactions and Group Behavior~~

- ~~• Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (LS1-3-1)~~

LS2-3 Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS2-3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

- Further Explanation: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.
- Content Limit: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.

- Further Explanation: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

Supporting Content

~~LS3.A: Inheritance of Traits~~

- ~~• Many characteristics of organisms are inherited from their parents. (LS2-3-1)~~
- ~~• Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (LS2-3-2)~~

~~LS3.B: Variation of Traits~~

- ~~• Different organisms vary in how they look and function because they have different inherited information. (LS2-3-1)~~
- ~~• The environment also affects the traits that an organism develops. (LS2-3-2)~~

ESS: Earth and Space Sciences

ESS1-3 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS1-3-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

- Further Explanation: Examples of data could include average temperature, precipitation, and wind direction.
- Content Limit: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

ESS1-3-2. Obtain and combine information to describe climates in different regions of the world.

Supporting Content

~~ESS2.D: Weather and Climate~~

- ~~• Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (ESS1-3-1)~~
- ~~• Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (ESS1-3-2)~~

ESS2-3 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

- Further Explanation: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

Supporting Content

~~ESS3.B: Natural Hazards~~

- ~~• A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (ESS2-3-1)~~

ELEMENTARY SCHOOL (4TH GRADE)

PS: Physical Sciences

PS1-4 Energy

Performance Standards

Students who demonstrate understanding can:

PS1-4-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

- Content Limit: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

PS1-4-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

- Content Limit: Assessment does not include quantitative measurements of energy.

PS1-4-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

- Further Explanation: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.
- Content Limit: Assessment does not include quantitative measurements of energy.

PS1-4-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

- Further Explanation: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.
- Content Limit: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

Supporting Content

PS3.A: Definitions of Energy

- ~~The faster a given object is moving, the more energy it possesses. (PS1-4-1)~~
- ~~Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (PS1-4-2, PS1-4-3)~~

PS3.B: Conservation of Energy and Energy Transfer

- ~~Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (PS1-4-2, PS1-4-3)~~
- ~~Light also transfers energy from place to place. (PS1-4-2)~~
- ~~Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (PS1-4-2, PS1-4-4)~~

PS3.C: Relationship Between Energy and Forces

- ~~• When objects collide, the contact forces transfer energy so as to change the objects' motions. (PS1-4-3)~~

PS3.D: Energy in Chemical Processes and Everyday Life

- ~~• The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (PS1-4-4)~~

ETS1.A: Defining Engineering Problems

- ~~• Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (PS1-4-4)~~

PS2-4 Waves

Performance Standards

Students who demonstrate understanding can:

PS2-4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

- Further Explanation: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.
- Content Limit: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

PS2-4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

- Content Limit: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

PS2-4-3. Generate and compare multiple solutions that use patterns to transfer information.

- Further Explanation: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

Supporting Content

PS4.A: Wave Properties

- ~~• Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (PS2-4-1)~~
- ~~• Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (PS2-4-1)~~

PS4.B: Electromagnetic Radiation

- ~~• An object can be seen when light reflected from its surface enters the eyes. (PS2-4-2)~~

PS4.C: Information Technologies and Instrumentation

- ~~Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (PS2-4-3)~~

ETS1.C: Optimizing the Design Solution

- ~~Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (PS2-4-3)~~

LS: Life Sciences

LS1-4 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- Further Explanation: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.
- Content Limit: Assessment is limited to macroscopic structures within plant and animal systems.

LS1-4-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

- Further Explanation: Emphasis is on systems of information transfer.
- Content Limit: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

Supporting Content

~~LS1.A: Structure and Function~~

- ~~• Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (LS1-4-1)~~
- ~~• Animals have various body systems with specific functions for sustaining life: skeletal, circulatory, respiratory, muscular, digestive, etc. (LS1-4-1)~~

~~LS1.D: Information Processing~~

- ~~• Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (LS1-4-2)~~

LS2-4 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- Further Explanation: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.
- Content Limit: Assessment does not include molecular explanations.

Supporting Content

LS2.A: Interdependent Relationships in Ecosystems

- ~~The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (LS2-4-1)~~

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

- ~~Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (LS2-4-1)~~

ESS: Earth and Space Sciences

ESS1-4 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-4-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.

- Further Explanation: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.
- Content Limit: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

Supporting Content

~~ESS1.C: The History of Planet Earth~~

- ~~• Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1-4-1)~~
- ~~• There are three classifications of rocks produced within the rock cycle: sedimentary, metamorphic, and igneous. (ESS1-4-1).~~

ESS2-4 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-4-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

- Further Explanation: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.
- Content Limit: Assessment is limited to a single form of weathering or erosion.

ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth's features.

- Further Explanation: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Supporting Content

~~ESS2.A: Earth Materials and Systems~~

- ~~• Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (ESS2-4-1)~~

~~ESS2.B: Plate Tectonics and Large-Scale System Interactions~~

- ~~• The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (ESS2-4-2)~~

~~ESS2.E: Biogeology~~

- ~~• Living things affect the physical characteristics of their regions. (ESS2-4-1)~~

ESS3-4 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

- Further Explanation: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and atomic energy. Examples of environmental effects could include negative biological impacts of wind turbines, erosion due to deforestation, loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

- Further Explanation: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.
- Content Limit: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

Supporting Content

~~ESS3.A: Natural Resources~~

- ~~• Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (ESS3-4-1)~~

~~ESS3.B: Natural Hazards~~

- ~~• A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (ESS3-4-2)~~

~~ETS1.B: Designing Solutions to Engineering Problems~~

- ~~• Testing a solution involves investigating how well it performs under a range of likely conditions. (ESS3-4-2)~~

ELEMENTARY SCHOOL (5TH GRADE)

PS: Physical Sciences

PS1-5 Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.

- Further Explanation: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.
- Content Limit: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

- Further Explanation: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.
- Content Limit: Assessment does not include distinguishing mass and weight.

PS1-5-3. Make observations and measurements to identify materials based on their properties.

- Further Explanation: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.
- Content Limit: Assessment does not include density or distinguishing mass and weight.

PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Supporting Content

PS1.A: Structure and Properties of Matter

- ~~Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (PS1-5-1)~~
- ~~The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (PS1-5-2)~~
- ~~Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (PS1-5-3)~~

PS1.B: Chemical Reactions

- ~~When two or more different substances are mixed, a new substance with different properties may be formed. (PS1-5-4)~~
- ~~No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (PS1-5-2)~~

PS2-5 Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

- Further Explanation: “Down” is a local description of the direction that points toward the center of the spherical Earth.
- Content Limit: Assessment does not include mathematical representation of gravitational force.

Supporting Content

~~PS2.B: Types of Interactions~~

- ~~• The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center. (PS2-5-1)~~

PS3-5 Energy

Performance Standards

Students who demonstrate understanding can:

PS3-5-1. Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

- Further Explanation: Examples of models could include diagrams, and flow charts.

Supporting Content

~~PS3.D: Energy in Chemical Processes and Everyday Life~~

- ~~• The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (PS3-5-1)~~

~~LS1.C: Organization for Matter and Energy Flow in Organisms~~

- ~~• Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (PS3-5-1)~~

LS: Life Sciences

LS1-5 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

- Further Explanation: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

Supporting Content

~~LS1.C: Organization for Matter and Energy Flow in Organisms~~

- ~~• Plants acquire their material for growth chiefly from air and water. (LS1-5-1)~~

LS2-5 Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

- Further Explanation: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.
- Content Limit: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

- Further Explanation: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

- Further Explanation: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

- Further Explanation: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
- Content Limit: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

Supporting Content

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- ~~When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (LS2-5-4)~~

LS4.A: Evidence of Common Ancestry and Diversity

- ~~Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (LS2-5-1)~~
- ~~Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (LS2-5-1)~~

LS4.B: Natural Selection

- ~~Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (LS2-5-2)~~

LS4.C: Adaptation

- ~~For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (LS2-5-3)~~

LS4.D: Biodiversity and Humans

- ~~Populations of animals are classified by their characteristics. (LS2-5-2)~~
- ~~Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (LS2-5-4)~~

ESS: Earth and Space Sciences**ESS1-5 Earth's Place in the Universe****Performance Standards**

Students who demonstrate understanding can:

ESS1-5-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

- Content Limit: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).

ESS1-5-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

- Further Explanation: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.
- Content Limit: Assessment does not include causes of seasons.

Supporting Content**ESS1.A: The Universe and its Stars**

- ~~The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (ESS1-5-1)~~

ESS1.B: Earth and the Solar System

- ~~The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (ESS1-5-2)~~

ESS2-5 Earth's Systems**Performance Standards**

Students who demonstrate understanding can:

ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

- Further Explanation: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.
- Content Limit: Assessment is limited to the interactions of two systems at a time.

ESS2-5-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

- Content Limit: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

Supporting Content

ESS2.A: Earth Materials and Systems

- ~~Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (ESS2-5-1)~~

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

- ~~Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (ESS2-5-2)~~

ESS3-5 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-5-1. Support, obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Supporting Content

ESS3.C: Human Impacts on Earth Systems

- ~~Human activities in agriculture, industry, and everyday life have effects on the land, vegetation, streams, ocean, air, and even outer space. Individuals and communities are doing things to help protect Earth's resources and environments. (ESS3-5-1)~~

MIDDLE SCHOOL (6-8)

PS: Physical Sciences

PS1-MS Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Further Explanation: 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 molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Content Limit: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.

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

- Further Explanation: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- Content Limit: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

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

- Further Explanation: 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.
- Content Limit: Assessment is limited to qualitative information.

PS1-MS-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

- Further Explanation: Emphasis is on qualitative molecular-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 state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

PS1-MS-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.

- Further Explanation: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- Content Limit: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

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

- Further Explanation: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.
- Content Limit: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

Supporting Content

PS1.A: Structure and Properties of Matter

- ~~Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PS1-MS-1)~~
- ~~Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (PS1-MS-2, PS1-MS-3)~~
- ~~Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (PS1-MS-4)~~
- ~~In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (PS1-MS-4)~~
- ~~Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (PS1-MS-1)~~
- ~~The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (PS1-MS-4)~~

PS1.B: Chemical Reactions

- ~~Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (PS1-MS-1, PS1-MS-3, PS1-MS-5)~~
- ~~The total number of each type of atom is conserved, and thus the mass does not change. (PS1-MS-5)~~
- ~~Some chemical reactions release energy, others store energy. (PS1-MS-6)~~

PS3.A: Definitions of Energy

- ~~The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules 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. (PS1-MS-4)~~
- ~~The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system’s total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (PS1-MS-6)~~

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. (PS1-MS-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. (PS1-MS-6)~~

PS2-MS Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS2-MS-1. Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.

- Further Explanation: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
- Content Limit: Assessment is limited to vertical or horizontal interactions in one dimension.

PS2-MS-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.

- Further Explanation: Emphasis is on balanced (Newton’s First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton’s Second Law), frame of reference, and specification of units.
- Content Limit: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.

PS2-MS-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

- Further Explanation: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.
- Content Limit: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

PS2-MS-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

- Further Explanation: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.
- Content Limit: Assessment does not include Newton’s Law of Gravitation or Kepler’s Laws.

PS2-MS-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

- Further Explanation: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.
- Content Limit: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

Supporting Content

PS2.A: Forces and Motion

- ~~• For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (PS2-MS-1)~~
- ~~• The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (PS2-MS-2)~~
- ~~• All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (PS2-MS-2)~~

PS2.B: Types of Interactions

- ~~• Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (PS2-MS-3)~~
- ~~• Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (PS2-MS-4)~~
- ~~• Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (PS2-MS-5)~~

PS3-MS Energy

Performance Standards

Students who demonstrate understanding can:

PS3-MS-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

- Further Explanation: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.

PS3-MS-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

- Further Explanation: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.
- Content Limit: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

- Further Explanation: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.

- Content Limit: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

- Further Explanation: 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.
- Content Limit: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

- Further Explanation: 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.
- Content Limit: Assessment does not include calculations of energy.

Supporting Content

PS3.A: Definitions of Energy

- ~~Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (PS3-MS-1)~~
- ~~A system of objects may also contain stored (potential) energy, depending on their relative positions. (PS3-MS-2)~~
- ~~Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (PS3-MS-3, PS3-MS-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. (PS3-MS-5)~~
- ~~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 size of the sample, and the environment. (PS3-MS-4)~~
- ~~Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (PS3-MS-3)~~

PS3.C: Relationship Between Energy and Forces

- ~~When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (PS3-MS-2)~~

ETS1.A: Defining and Delimiting an Engineering Problem

- ~~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 is likely to limit possible solutions. (PS3-MS-3)~~

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. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (PS3-MS-3)~~

PS4-MS Waves

Performance Standards

Students who demonstrate understanding can:

PS4-MS-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

- Further Explanation: Emphasis is on describing waves with both qualitative and quantitative thinking.
- Content Limit: Assessment does not include electromagnetic waves and is limited to standard repeating waves.

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

- Further Explanation: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.
- Content Limit: Assessment is limited to qualitative applications pertaining to light and mechanical waves.

PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

- Further Explanation: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in WIFI devices, and conversion of stored binary patterns to make sound or text on a computer screen.
- Content Limit: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

Supporting Content

PS4.A: Wave Properties

- ~~A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (PS4-MS-1)~~
- ~~A sound wave needs a medium through which it is transmitted. (PS4-MS-2)~~

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

PS4.C: Information Technologies and Instrumentation

- ~~Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (PS4-MS-3)~~

LS: Life Sciences

LS1-MS Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

- Further Explanation: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.

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.

- Further Explanation: 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. These are visible with a light microscope.
- Content Limit: 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 function of cells or cell parts.

MS-LS1-3. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.

- Further Explanation: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.
- Content Limit: Assessment does not include the mechanism of one body system independent of others. Assessment is not focused on human body systems.

MS-LS1-4. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.

- Further Explanation: Examples should include both biotic and abiotic items, and should be defended using accepted characteristics of life.
- Content Limit: Assessment does not include viruses, or other disputed examples.

MS-LS1-5. 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.

- Further Explanation: Emphasis is on tracing movement of matter and flow of energy.
- Content Limit: Assessment does not include the biochemical mechanisms of photosynthesis.

MS-LS1-6. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

- Further Explanation: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Also understanding that the elements in the products are the same as the elements in the reactants .
- Content Limit: Assessment does not include details of the chemical reactions for photosynthesis or respiration.

Supporting Content

LS1.A: Structure and Function

- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (LS1-MS-1)
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (LS1-MS-2)
- 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. (LS1-MS-3)

LS1.B: Characteristics of Living Things

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS1-MS-4)
- Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (LS1-MS-4)

LS1.C: Organization for Matter and Energy Flow in Organisms

- 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. (LS1-MS-5)
- Within individual organisms, food moves through a series of chemical reactions (cellular respiration) in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (LS1-MS-6)

LS2-MS Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

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

- Further Explanation: 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.

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

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

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

- Further Explanation: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.
- Content Limit: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.

- Further Explanation: Emphasis is on describing the transfer of mass and energy beginning with producers, moving to primary and secondary consumers, and ending with decomposers.
- Content Limit: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-5. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

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

LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

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

Supporting Content**LS2.A: Interdependent Relationships in Ecosystems**

- ~~Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (LS2-MS-1)~~
- ~~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. (LS2-MS-1)~~
- ~~Growth of organisms and population increases are limited by access to resources. (LS2-MS-1)~~
- ~~Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (LS2-MS-2)~~

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. (LS2-MS-3)~~
- ~~Food webs can be broken down into multiple energy pyramids. Concepts should include the 10% rule of energy and biomass transfer between trophic levels and the environment. (LS2-MS-4)~~

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. (LS2-MS-5)~~
- ~~Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (LS2-MS-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. (LS2-MS-6)~~

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. (LS2-MS-6)~~

LS3-MS Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS3-MS-1. Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

- Further Explanation: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
- Content Limit: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

- Further Explanation: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

Supporting Content

LS1.B: Growth and Development of Organisms

- ~~Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS3-MS-2)~~

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, which can affect the structures and functions of the organism and thereby change traits. (LS3-MS-1)~~
- ~~Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (LS3-MS-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. (LS3-MS-2)~~

- ~~• In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (LS3-MS-1)~~

LS4-MS Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS4-MS-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.

- Further Explanation: 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.
- Content Limit: Assessment does not include the names of individual species or geological eras in the fossil record.

LS4-MS-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 relationships.

- Further Explanation: Emphasis is on explanations of the relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.

LS4-MS-3. Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.

- Further Explanation: Emphasis is on inferring general patterns of relatedness among structures of different organisms by comparing the appearance of diagrams or pictures.
- Content Limit: Assessment of comparisons is limited to gross appearance of anatomical structures within genus and species levels. No memorization of classification levels is required.

LS4-MS-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.

- Further Explanation: Emphasis is on using concepts of natural selection like overproduction of offspring, passage of time, variation in a population, selection of favorable traits, and heritability of traits.

LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

- Further Explanation: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

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

- Further Explanation: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Examples could include Peppered moth population changes before and after the industrial revolution.
- Content Limit: Assessment does not include Hardy Weinberg calculations.

Supporting Content

LS4.A: Classification of Organisms

- ~~The collection of fossils and their placement in chronological order is known as the fossil record and documents the change of many life forms throughout the history of the Earth. Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record enable the classification of living things. (LS4-MS-1, LS4-MS-2)~~
- ~~Scientific genus and species level names indicate a degree of relationship. (LS4-MS-3)~~

LS4.B: Natural Selection

- ~~Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (LS4-MS-4)~~
- ~~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. (LS4-MS-5)~~

LS4.C: Adaptation

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

ESS: Earth and Space Sciences

ESS1-MS Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-MS-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

- Further Explanation: Examples of models can be physical, graphical, or conceptual.

ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

- Further Explanation: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).
- Content Limit: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.

ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.

- Further Explanation: 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 include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.
- Content Limit: Assessment does not include recalling facts about properties of the planets and other solar system bodies.

ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.

- Further Explanation: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or large volcanic eruptions.
- Content Limit: Assessment does not include recalling the names of specific periods or epochs and events within them.

Supporting Content

~~ESS1.A: The Universe and Its Stars~~

- ~~• Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (ESS1-MS-1)~~
- ~~• Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (ESS1-MS-2)~~

ESS1.B: Earth and the Solar System

- ~~• The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (ESS1-MS-2, ESS1-MS-3)~~
- ~~• This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (ESS1-MS-1)~~
- ~~• The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (ESS1-MS-2)~~

ESS1.C: The History of Planet Earth

- ~~• The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (ESS1-MS-4)~~

ESS2-MS Earth's Systems

Performance Standards

Students who demonstrate understanding can:

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

- Further Explanation: 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.
- Content Limit: Assessment does not include the identification and naming of minerals.

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

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

ESS2-MS-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

- Further Explanation: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).
- Content Limit: Paleomagnetic anomalies in oceanic and continental crust are not assessed.

ESS2-MS-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.

- Further Explanation: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- Content Limit: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

- Further Explanation: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- Content Limit: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

ESS2-MS-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

- Further Explanation: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight- driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- Content Limit: Assessment does not include the dynamics of the Coriolis effect.

Supporting Content

ESS1.C: The History of Planet Earth

- ~~Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (ESS2-MS-3)~~

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. (ESS2-MS-1)~~
- ~~The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (ESS2-MS-2)~~

ESS2.B: Plate Tectonics and Large Scale System Interactions

- ~~Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (ESS2-MS-3)~~

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

- ~~Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (ESS2-MS-4)~~
- ~~The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (ESS2-MS-5)~~
- ~~Global movements of water and its changes in form are propelled by sunlight and gravity. (ESS2-MS-4)~~

- ~~• Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (ESS2-MS-6)~~
- ~~• Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (ESS2-MS-2)~~

ESS2.D: Weather and Climate

- ~~• Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (ESS2-MS-6)~~
- ~~• Because these patterns are so complex, weather can only be predicted using probability. (ESS2-MS-5)~~
- ~~• The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (ESS2-MS-6)~~

ESS3-MS Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

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

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

ESS3-MS-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Further Explanation: 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 can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

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

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

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

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

ESS3-MS-5. Ask questions to interpret evidence of the factors that cause climate variability over time.

- Further Explanation: Examples of factors include human activities (such as fossil fuel combustion and changes in land use) and natural processes (such as changes in incoming solar radiation and volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and natural resource use.

Supporting Content

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. (ESS3-MS-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. (ESS3-MS-2)~~

ESS3.C: Human Impacts on Earth Systems

- ~~Human activities can have consequences (positive and negative) on the biosphere, sometimes altering natural habitats and causing the extinction of other species. (ESS3-MS-3)~~
- ~~Technology and engineering can potentially mitigate impacts on Earth’s systems as both human populations and per capita consumption of natural resources increase. (ESS3-MS-3, ESS3-MS-4)~~
- ~~Mitigating current changes in climate depends on understanding climate science. Current scientific models indicate that human activities, such as the release of greenhouse gases from fossil fuel combustion, are the primary factors in the present day measured rise in Earth’s mean surface temperature. Natural activities, such as changes in incoming solar radiation, also contribute to changing global temperatures. (ESS3-MS-5)~~

HIGH SCHOOL (9-12)

LS: Life Sciences (Biology)

LS1-HS Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-HS-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.

- Further Explanation: Emphasis is on the structure of the double helix, the pairing and sequencing of the nitrogenous bases, transcription, translation, and protein synthesis.
- Content Limit: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

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

- Further Explanation: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
- Content Limit: Assessment does not include interactions and functions at the molecular or chemical reaction level.

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

- Further Explanation: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
- Content Limit: Assessment does not include the cellular processes involved in the feedback mechanism.

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

- Content Limit: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

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

- Further Explanation: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.
- Content Limit: Assessment does not include specific biochemical steps.

LS1-HS-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.

- Further Explanation: Emphasis is on using evidence from models and simulations to support explanations.
- Content Limit: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

LS1-HS-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 new compounds are formed resulting in a net transfer of energy.

- Further Explanation: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.
- Content Limit: Assessment should not include identification of the steps or specific processes involved in cellular respiration.

Supporting Content

LS1.A: Structure and Function

- ~~Systems of specialized cells within organisms help them perform the essential functions of life. (LS1-HS-1)~~
- ~~All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (LS1-HS-1)~~
- ~~Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (LS1-HS-2)~~
- ~~Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (LS1-HS-3)~~

LS1.B: Growth and Development of Organisms

- ~~In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (LS1-HS-4)~~

LS1.C: Organization for Matter and Energy Flow in Organisms

- ~~The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (LS1-HS-5)~~
- ~~The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (LS1-HS-6)~~
- ~~As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (LS1-HS-6, LS1-HS-7)~~
- ~~As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to cells. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. (LS1-HS-7)~~

LS2-HS Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

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

- Further Explanation: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
- Content Limit: Assessment does not include deriving mathematical equations to make comparisons.

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

- Further Explanation: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.
- Content Limit: Assessment is limited to provided data.

LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

- Further Explanation: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.
- Content Limit: Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.

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

- Further Explanation: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.
- Content Limit: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.

LS2-HS-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.

- Further Explanation: Examples of models could include simulations and mathematical models.
- Content Limit: Assessment does not include the specific chemical steps of photosynthesis and respiration.

LS2-HS-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 changing conditions may result in a new ecosystem.

- Further Explanation: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

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

- Further Explanation: Examples of human activities can include urbanization, building dams, and dissemination of invasive species, utilization of non-renewable resources as opposed to renewable resource.

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

- Further Explanation: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

Supporting Content**LS2.A: Interdependent Relationships in Ecosystems**

- ~~Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (LS2-HS-1, LS2-HS-2)~~

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

- ~~Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (LS2-HS-3)~~
- ~~Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (LS2-HS-4)~~
- ~~Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (LS2-HS-5)~~

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- ~~A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (LS2-HS-2, LS2-HS-6)~~
- ~~Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (LS2-HS-7)~~

LS2.D: Social Interactions and Group Behavior

- ~~Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives, gene pool. (LS2-HS-8)~~

~~LS4.D: Biodiversity and Humans~~

- ~~• Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7)~~
- ~~• Sustaining ecosystem health and biodiversity is essential to support and enhance life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational, cultural, or inspirational value. Humans depend on the living world for the resources and other benefits provided by biodiversity. Impacts on biodiversity can be mitigated through actions such as habitat conservation, reclamation practices, wildlife management, and invasive species control. Understanding the effects of population growth, wildfire, pollution, and climate variability on changes in biodiversity could help maintain the integrity of biological systems. (LS2-HS-7, LS4-HS-6.)~~

LS3-HS Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS3-HS-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.

- Content Limit: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-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.

- Further Explanation: Emphasis is on using data to support arguments for the way variation occurs.
- Content Limit: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

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

- Further Explanation: Emphasis is on the use of mathematics to describe the probability of traits (alleles) as it relates to genetic and environmental factors in the expression of traits.
- Content Limit: Assessment does not include Hardy-Weinberg calculations.

Supporting Content

~~LS1.A: Structure and Function~~

- ~~• All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (LS3-HS-1, LS1-HS-1.)~~

~~LS3.A: Inheritance of Traits~~

- ~~• Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (LS3-HS-1)~~

~~LS3.B: Variation of Traits~~

- ~~• In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and~~

~~result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (LS3-HS-2)~~

- ~~• Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS3-HS-2, LS3-HS-3)~~

LS4-HS Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

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

- Further Explanation: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- Further Explanation: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.
- Content Limit: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

LS4-HS-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.

- Further Explanation: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.
- Content Limit: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

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

- Further Explanation: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

LS4-HS-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.

- Further Explanation: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, over fishing, application of fertilizers and pesticides, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

- Further Explanation: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

Supporting Content

LS4.A: Evidence of Common Ancestry and Diversity

- Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (LS4-HS-1)

LS4.B: Natural Selection

- Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (LS4-HS-2, LS4-HS-3)
- The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (LS4-HS-3)

LS4.C: Adaptation

- Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (LS4-HS-2)
- Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (LS4-HS-3, LS4-HS-4)
- Adaptation also means that the distribution of traits in a population can change when conditions change. (LS4-HS-3)
- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species. (LS4-HS-5, LS4-HS-6)
- Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. (LS4-HS-5)

LS4.D: Biodiversity and Humans

- ~~Sustaining ecosystem health and biodiversity is essential to support and enhance life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational, cultural, or inspirational value. Humans depend on the living world for the resources and other benefits provided by biodiversity. Impacts on biodiversity can be mitigated through actions such as habitat conservation, reclamation practices, wildlife management, and invasive species control. Understanding the effects of population growth, wildfire, pollution, and climate variability on changes in biodiversity could help maintain the integrity of biological systems. (LS2-HS-7, LS4-HS-6.~~

ETS1.B: Developing Possible Solutions

- ~~When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (LS4-HS-6)~~
- ~~Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (LS4-HS-6)~~

PSC: Physical Sciences (Chemistry)**PSC1-HS Structure and Properties of Matter****Performance Standards**

Students who demonstrate understanding can:

PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Further Explanation: Emphasis is on reviewing how to develop models of molecules that vary in complexity. This should build on the similar middle school standard (PS1- MS-1). Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Content Limit: Students will be provided with the names of the elements, a list of common ions, a list of numerical prefixes and their meanings, and the charges of all cations and anions within the item as necessary. Confine element symbols to the representative and familiar transition metal elements.

PSC1-HS-2. 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.

- Further Explanation: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.
- Content Limit: Elements will be limited to main group elements. Properties assessed will be limited to reactivity, valence electrons, atomic radius, electronegativity, ionization energy (first), shielding effect, and the most common oxidation number.

PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

- Further Explanation: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.
- Content Limit: Metallic, ionic, and covalent bonds may be included. Graphical representations of melting or boiling points of different substances may be used in the item (e.g., graph of boiling points vs. molar mass or simple bar graph). Structural formulas of compounds may be used to compare the melting/boiling points of compounds

PSC1-HS-4. 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 other types of radioactive decay.

- Further Explanation: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.
- Content Limit: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.

PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Further Explanation: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials. For questions involving polar vs. nonpolar bonds, item distractors containing ionic bonds may not be used. Electronegativity differences of < 0.5 should be used for nonpolar covalent bonds. Electronegativity differences of $0.5 - 1.7$ should be used for polar covalent bonds.

Supporting Content

PS1.A: Structure and Properties of Matter

- ~~Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PSC1-HS-1)~~
- ~~Each atom has a substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (PSC1-HS-2)~~
- ~~The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC1-HS-2)~~
- ~~The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSC1-HS-3, PSC1-HS-5)~~

PS1.C: Nuclear Processes

- ~~Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (PSC1-HS-4)~~

PS2.B: Types of Interactions

- ~~Attraction and repulsion between electric charges at the atomic scale explain the structure, properties (physical and chemical), and transformations of matter, as well as the contact forces between material objects. (PSC1-HS-2, PSC1-HS3, PSC1-HS-5)~~

PSC2-HS Chemical Reactions

Performance Standards

Students who demonstrate understanding can:

PSC2-HS-1 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.

- Further Explanation: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.
- Content Limit: Identify types of chemical reactions including: synthesis/formation/combination reactions, decomposition reactions, single replacement/displacement reactions, double replacement/displacement reactions, oxidation-reduction (redox) reactions (single replacement only), acid base reactions, and combustion reactions (for hydrocarbons). Predict the products of double replacement, single replacement, and combustion reactions only. For the second skill statement, do not use acid names or hydrocarbons when translating between words and formulas. Items will include a list of common ions, as needed.

PSC2-HS-2. 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.

- Further Explanation: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.
- Content Limit: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

PSC2-HS-3. 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.

- Further Explanation: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.
- Content Limit: Factors that influence the rate of reaction may include temperature, surface area, size of particles, concentration, and catalysts. Can also include concentration and titration relationships. Provide a graphic showing how a catalyst provides a different pathway for a chemical reaction to occur resulting in a lower activation energy. May include a titration curve.

PSC2-HS-4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

- Further Explanation: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques. Should also include calculations related to determining the concentration and/or pH of a solution.
- Content Limit: Conversion problems will be one to two steps (e.g., grams to moles to atoms/molecules). Compounds and formulas should be provided in the stem of the question. Students should be given molecular masses in problems involving gram to other unit conversions. Molar

mass calculations should not be combined with conversion problems. All volumes must be at standard temperature and pressure (STP). A balanced equation and molar masses should be included in the item. Calculations may include grams/moles/volume of reactant to grams/moles/volume of product.

PSC2-HS-5. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

- Further Explanation: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.
- Content Limit: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

Supporting Content

PS1.A: Structure and Properties of Matter

- ~~The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar physical and chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC2-S-1)~~
- ~~A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (PSC2-HS-2)~~

PS1.B: Chemical Reactions

- ~~Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (PSC2-HS-2, PSC2-HS-3)~~
- ~~In many situations, a dynamic and condition dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (PSC2-HS-5)~~
- ~~The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (PSC2-HS-1, PSC2-HS-4)~~

ETS1.C: Optimizing the Design Solution

- ~~Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSC2-HS-5)~~

PSC3-HS Energy

Performance Standards

Students who demonstrate understanding can:

PSC3-HS-1. 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.

- Further Explanation: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include interference, diffraction, and photoelectric effect.
- Content Limit: Assessment does not include using quantum theory.

PSC3-HS-2 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.

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: Provide two temperatures (initial and final), a temperature-time graph, or an enthalpy diagram.

PSC3-HS-3. 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).

- Further Explanation: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy. Examples of models could include diagrams, drawings, descriptions, and computer simulations.
- Content Limit: Provide equations for the gas laws (i.e., ideal gas law, Boyle's law, Charles' law, and the combined gas laws).

PSC3-HS-4*. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. - --OPTIONAL

- Further Explanation: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include calorimeters, heat and cold packs, solar cells, solar ovens, and electrochemical cells. Examples of constraints could include use of renewable energy forms and efficiency.
- Content Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSC3-HS-5. 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).

- Further Explanation: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually (endothermic/exothermic). Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Content Limit: For items involving specific heat, provide the equation $Q = mC_p\Delta T$ and specific heats. Include the melting and boiling points of water. Perform calculations for changes that do not involve a change of state. Perform gram to mole and mole to ΔH calculations. Use joules as a unit of measure, as opposed to calories.

Supporting Content

PS4.B: Electromagnetic Radiation

- ~~Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSC3-HS-1)~~

PS3.A: Definitions of Energy

- ~~Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSC3-HS-2, PSC3-HS-3)~~
- ~~At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSC3-HS-3, PSC3-HS-4)~~
- ~~These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSC3-HS-3)~~

PS3.B: Conservation of Energy and Energy Transfer

- ~~Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSC3-HS-2)~~
- ~~Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSC3-HS-2, PSC3-HS-5)~~
- ~~Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSC3-HS-2)~~
- ~~The availability of energy limits what can occur in any system. (PSC3-HS-2)~~
- ~~Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSC3-HS-5)~~

PS3.D: Energy in Chemical Processes

- ~~Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSC3-HS-4, PSC3-HS-5)~~

Physical Sciences (Physics)

PSP1-HS Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PSP1-HS-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.

- Further Explanation: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.
- Content Limit: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.

PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

- Further Explanation: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle (Newton’s first law).
- Content Limit: Assessment is limited to systems of two macroscopic bodies moving in one dimension.

PSP1-HS-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

- Further Explanation: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.
- Content Limit: Assessment is limited to qualitative evaluations and/or algebraic manipulations.

PSP1-HS-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.

- Further Explanation: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.
- Content Limit: Assessment is limited to systems with two objects.

PSP1-HS-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.

- Content Limit: Assessment is limited to designing and conducting investigations with provided materials and tools.

PSP1-HS-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Further Explanation: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials.

Supporting Content**PS1.A: Structure and Properties of Matter**

- ~~The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSP1-HS-6)~~

PS2.A: Forces and Motion

- ~~Newton's second law accurately predicts changes in the motion of macroscopic objects. (PSP1-HS-1)~~
- ~~Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (PSP1-HS-2)~~
- ~~If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (PSP1-HS-2, PSP1-HS-3)~~

PS2.B: Types of Interactions

- ~~Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (PSP1-HS-4)~~
- ~~Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (PSP1-HS-4, PSP1-HS-5)~~
- ~~Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (PSP1-HS-6, PSC1-HS-1, PSC1-HS-3)~~

PS3.A: Definitions of Energy

- ~~"Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (PSP1-HS-5)~~

ETS1.A: Defining and Delimiting an Engineering Problem

- ~~Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP1-HS-3)~~

ETS1.C: Optimizing the Design Solution

- ~~Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSP1-HS-3)~~

PSP2-HS Energy**Performance Standards**

Students who demonstrate understanding can:

PSP2-HS-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.

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

PSP2-HS-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).

- Further Explanation: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.

PSP2-HS-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- Further Explanation: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.
- Content Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSP2-HS-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).

- Further Explanation: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Content Limit: Assessment is limited to investigations based on materials and tools provided to students.

PSP2-HS-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.

- Further Explanation: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.
- Content Limit: Assessment is limited to systems containing two objects.

Supporting Content

PS3.A: Definitions of Energy

- ~~Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSP2-HS-1, PSP2-HS-2)~~
- ~~At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSP2-HS-2, PSP2-HS-3)~~
- ~~These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSP2-HS-2)~~

PS3.B: Conservation of Energy and Energy Transfer

- ~~Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSP2-HS-1)~~
- ~~Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSP2-HS-1, PSP2-HS-4)~~
- ~~Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSP2-HS-1)~~
- ~~The availability of energy limits what can occur in any system. (PSP2-HS-1)~~
- ~~Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSP2-HS-4)~~

PS3.C: Relationship Between Energy and Forces

- ~~When two objects interacting through a field change relative position, the energy stored in the field is changed. (PSP2-HS-5)~~

PS3.D: Energy in Chemical Processes

- ~~Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSP2-HS-3, PSP2-HS-4)~~

ETS1.A: Defining and Delimiting an Engineering Problem

- ~~Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP2-HS-3)~~

PSP3-HS Waves

Performance Standards

Students who demonstrate understanding can:

PSP3-HS-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

- Further Explanation: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.
- Content Limit: Assessment is limited to algebraic relationships and describing those relationships qualitatively.

PSP3-HS-2. Evaluate questions about the advantages of using digital transmission and storage of information.

- Further Explanation: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

PSP3-HS-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.

- Further Explanation: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.
- Content Limit: Assessment does not include using quantum theory.

PSP3-HS-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.

- Further Explanation: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.
- Content Limit: Assessment is limited to qualitative descriptions.

PSP3-HS-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.

- Further Explanation: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.
- Content Limit: Assessments are limited to qualitative information. Assessments do not include band theory.

Supporting Content

PS3.D: Energy in Chemical Processes

- ~~Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (PSP3-HS-5)~~

PS4.A: Wave Properties

- ~~The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (PSP3-HS-1)~~
- ~~Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (PSP3-HS-2, PSP3-HS-5)~~
- ~~[From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (PSP3-HS-3)~~

PS4.B: Electromagnetic Radiation

- ~~Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSP3-HS-3)~~
- ~~When light or longer-wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X rays, gamma rays) can ionize atoms and cause damage to living cells. (PSP3-HS-4)~~

- ~~Photoelectric materials emit electrons when they absorb light of a high enough frequency. (PSP3-HS-5)~~

PS4.C: Information Technologies and Instrumentation

- ~~Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (PSP3-HS-5)~~

ESS: Earth and Space Sciences

ESS1-HS Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-HS-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

- Further Explanation: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.
- Content Limit: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

ESS1-HS-2. Construct an explanation of the current model of the origin of the universe based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

- Further Explanation: Emphasis is on the astronomical evidence of the redshift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the event, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the scientific model (3/4 hydrogen and 1/4 helium).

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

- Further Explanation: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.
- Content Limit: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

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

- Further Explanation: Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.
- Content Limit: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

ESS1-HS-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.

- Further Explanation: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages of oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).

ESS1-HS-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.

- Further Explanation: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

Supporting Content

ESS1.A: The Universe and Its Stars

- ~~The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (ESS1-HS-1)~~
- ~~The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (ESS1-HS-2, ESS1-HS-3)~~
- ~~The Big Bang theory is a current scientific model of the origin of the universe that is supported by evidence such as observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. Other than the hydrogen and helium formed at the time of the event, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (ESS1-HS-2, ESS1-HS-3)~~

ESS1.B: Earth and the Solar System

- ~~Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (ESS1-HS-4)~~

ESS1.C: The History of Planet Earth

- ~~Continental rocks are generally much older than the rocks of the ocean floor. (ESS1-HS-5)~~
- ~~Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (ESS1-HS-6)~~

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- ~~Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS1-HS-5)~~

PS1.C: Nuclear Processes

- ~~Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (ESS1-HS-5, ESS1-HS-6)~~

PS3.D: Energy in Chemical Processes and Everyday Life

- ~~Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (ESS1-HS-1)~~

PS4.B Electromagnetic Radiation

- ~~• Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (ESS1-HS-2)~~

ESS2-HS Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-HS-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.

- Further Explanation: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).
- Content Limit: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.

ESS2-HS-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.

- Further Explanation: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.

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

- Further Explanation: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.

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

- Further Explanation: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.
- Content Limit: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

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

- Further Explanation: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical

investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

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

- Further Explanation: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.

ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

- Further Explanation: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.
- Content Limit: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

Supporting Content

ESS1.B: Earth and the Solar System

- ~~Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (ESS2-HS-4)~~

ESS2.A: Earth Materials and Systems

- ~~Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (ESS2-HS-1, ESS2-HS-2)~~
- ~~Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (ESS2-HS-3)~~
- ~~The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (ESS2-HS-4)~~

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- ~~The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (ESS2-HS-3)~~

- ~~Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2-HS-1)~~

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

- ~~The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (ESS2-HS-5)~~

ESS2.D: Weather and Climate

- ~~The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (ESS2-HS-2, ESS2-HS-4)~~
- ~~Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (ESS2-HS-6, ESS2-HS-7)~~
- ~~Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (ESS2-HS-6, ESS2-HS-4)~~

ESS2.E: Biogeology

- ~~The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (ESS2-HS-7)~~

PS4.A: Wave Properties

- ~~Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (ESS2-HS-3)~~

ESS3-HS Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-HS-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.

- Further Explanation: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

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

- Further Explanation: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.

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

- Further Explanation: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.
- Content Limit: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

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

- Further Explanation: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).

ESS3-HS-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.

- Further Explanation: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).
- Content Limit: Assessment is limited to one example of a climate change and its associated impacts.

ESS3-HS-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- Further Explanation: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.
- Content Limit: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

Supporting Content

ESS2.D: Weather and Climate

- ~~Current models project that, without human intervention, average global temperatures will continue to rise. The outcomes projected by global climate models depend on the amounts of greenhouse gases added to the atmosphere each year and by the ways in which these gases are stored by Earth's systems. (ESS3-HS-6)~~

ESS3.A: Natural Resources

- ~~Resource availability has guided the development of human society. (ESS3-HS-1)~~
- ~~All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (ESS3-HS-2)~~

ESS3.B: Natural Hazards

- ~~Natural hazards and other geologic events have shaped the course of human history. They have altered the sizes of human populations and have driven human migrations. (ESS3-HS-1)~~

ESS3.C: Human Impacts on Earth Systems

- ~~The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (ESS3-HS-3)~~
- ~~Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (ESS3-HS-4)~~
- ~~Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (ESS3-HS-5)~~
- ~~Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (ESS3-HS-6)~~

ETS1.B: Developing Possible Solutions

- ~~When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, environmental impacts. (ESS3-HS-2, ESS3-HS-4)~~

APPENDIX A: SUGGESTED MIDDLE AND HIGH SCHOOL COURSE PROGRESSIONS

Grades 6-8 (Assessment given at end of 8th Grade as either Cumulative ISAT OR Content Specific EOC)

Conceptual Progressions Model

Course 1 SCs	Course 1 PSs	Course 2 SCs	Course 2 PSs	Course 3 SCs	Course 3 PSs
PS1.A	PS1-MS-1	PS3.C	PS4-MS-3	LS2.C	LS2-MS-5
PS1.B	PS1-MS-2	PS4.B	LS1-MS-1	LS4.A	LS2-MS-6
PS2.A	PS1-MS-3	PS4.C	LS1-MS-2	LS4.B	LS4-MS-1
PS2.B	PS1-MS-4	LS1.A	LS1-MS-3	LS4.C	LS4-MS-2
PS3.A	PS1-MS-5	LS1.B	LS1-MS-4	LS4.D	LS4-MS-3
PS3.B	PS1-MS-6	LS1.C	LS1-MS-5	ESS1.C	LS4-MS-4
PS4.A	PS2-MS-1	LS2.B	LS1-MS-6	ESS2.D	LS4-MS-5
LS2.A	PS2-MS-2	LS3.A	LS2-MS-3	ESS3.C	LS4-MS-6
ESS1.B	PS2-MS-3	LS3.B	LS2-MS-4	ESS3.C	ESS1-MS-4
ESS2.B	PS2-MS-4	ESS1.A	LS3-MS-1	ETS1.A	ESS3-MS-3
ESS2.C	PS2-MS-5	ESS2.A	LS3-MS-2	ETS1.B	ESS3-MS-4
ESS3.A	PS3-MS-1	ESS2.A	ESS2-MS-1	NA	ESS3-MS-5
ETS1.A	PS3-MS-2	ESS2.D	ESS2-MS-2	NA	NA
ETS1.B	PS3-MS-3	ESS3.B	ESS2-MS-3	NA	NA
NA	PS3-MS-4	ETS1.A	ESS2-MS-4	NA	NA
NA	PS3-MS-5	ETS1.B	ESS2-MS-5	NA	NA
NA	PS4-MS-1	NA	ESS2-MS-6	NA	NA
NA	PS4-MS-2	NA	ESS3-MS-1	NA	NA

Course 1 SCs	Course 1 PSs	Course 2 SCs	Course 2 PSs	Course 3 SCs	Course 3 PSs
NA	LS2-MS-1	NA	ESS3-MS-2	NA	NA
NA	LS2-MS-2	NA	NA	NA	NA
NA	ESS1-MS-1	NA	NA	NA	NA
NA	ESS1-MS-2	NA	NA	NA	NA
NA	ESS1-MS-3	NA	NA	NA	NA

Science Domains Model

Physical SCs	Physical PSs	Life SCs	Life PSs	Earth SCs	Earth PSs
PS1.A	PS1-MS-1	LS1.A	LS1-MS-1	ESS1. A	ESS1-MS-1
PS1.B	PS1-MS-2	LS1.B	LS1-MS-2	ESS1.B	ESS1-MS-2
PS2.A	PS1-MS-3	LS1.C	LS1-MS-3	ESS1.C	ESS1-MS-3
PS2.B	PS1-MS-4	LS2.A	LS1-MS-4	ESS2. A	ESS1-MS-4
PS3.A	PS1-MS-5	LS2.B	LS1-MS-5	ESS2.B	ESS2-MS-1
PS3.B	PS1-MS-6	LS2.C	LS1-MS-6	ESS2.C	ESS2-MS-2
PS3.C	PS2-MS-1	LS3.A	LS2-MS-1	ESS2.D	ESS2-MS-3
PS4.A	PS2-MS-2	LS3.B	LS2-MS-2	ESS3.A	ESS2-MS-4
PS4.B	PS2-MS-3	LS4.A	LS2-MS-3	ESS3.B	ESS2-MS-5
PS4.C	PS2-MS-4	LS4.B	LS2-MS-4	ESS3.C	ESS2-MS-6
ETS1.A	PS2-MS-5	LS4.C	LS2-MS-5	ESS3.C	ESS3-MS-1
ETS1.B	PS3-MS-1	LS4.D	LS2-MS-6	NA	ESS3-MS-2
NA	PS3-MS-2	ETS1.B	LS3-MS-1	NA	ESS3-MS-3
NA	PS3-MS-3	NA	LS3-MS-2	NA	ESS3-MS-4
NA	PS3-MS-4	NA	LS4-MS-1	NA	ESS3-MS-5
NA	PS3-MS-5	NA	LS4-MS-2	NA	NA
NA	PS4-MS-1	NA	LS4-MS-3	NA	NA

Physical SCs	Physical PSs	Life SCs	Life PSs	Earth SCs	Earth PSs
NA	PS4-MS-2	NA	LS4-MS-4	NA	NA
NA	PS4-MS-3	NA	LS4-MS-5	NA	NA
NA	NA	NA	LS4-MS-6	NA	NA

Grades 9-12

Modified Science Domains Model

Biology SCs	Biology PSs	Chemistry SCs	Chemistry PSs	Physics SCs	Physics PSs
LS1.A	LS1-HS-1	PS1.A	PSC1-HS-1	PS1.A	PSP1-HS-1
LS1.B	LS1-HS-2	PS1.B	PSC1-HS-2	PS2.A	PSP1-HS-2
LS1.C	LS1-HS-3	PS1.C	PSC1-HS-3	PS2.B	PSP1-HS-3
LS2.A	LS1-HS-4	PS2.B	PSC1-HS-4	PS3.A	PSP1-HS-4
LS2.B	LS1-HS-5	PS3.A	PSC1-HS-5	PS3.B	PSP1-HS-5
LS2.C	LS1-HS-6	PS3.B	PSC2-HS-1	PS3.C	PSP1-HS-6
LS2.D	LS1-HS-7	PS3.D	PSC2-HS-2	PS3.D	PSP2-HS-1
LS3.A	LS2-HS-1	PS4.B	PSC2-HS-3	PS4.A	PSP2-HS-2
LS3.B	LS2-HS-2	ESS2.C	PSC2-HS-4	PS4.B	PSP2-HS-3
LS4.A	LS2-HS-3	ESS2.D	PSC2-HS-5	PS4.C	PSP2-HS-4
LS4.B	LS2-HS-4	ESS3.A	PSC3-HS-1	ESS1.A	PSP2-HS-5
LS4.C	LS2-HS-5	ESS3.C	PSC3-HS-2	ESS1.B	PSP3-HS-1
LS4.D	LS2-HS-6	ETS1.A	PSC3-HS-3	ESS2.A	PSP3-HS-2
ESS1.C	LS2-HS-7	ETS1.B	PSC3-HS-4	ESS2.B	PSP3-HS-3
ESS2.E	LS2-HS-8	ETS1.C	PSC3-HS-5	ETS1.A	PSP3-HS-4
ESS3.B	LS3-HS-1	NA	ESS2-HS-4	ETS1.B	PSP3-HS-5
ESS3.C	LS3-HS-2	NA	ESS2-HS-5	ETS1.C	ESS1-HS-1
ETS1.A	LS3-HS-3	NA	ESS2-HS-6	NA	ESS1-HS-2
ETS1.B	LS4-HS-1	NA	ESS3-HS-2	NA	ESS1-HS-3
ETS1.C	LS4-HS-2	NA	ESS3-HS-5	NA	ESS1-HS-4
NA	LS4-HS-3	NA	ESS3-HS-6	NA	ESS2-HS-1
NA	LS4-HS-4	NA	NA	NA	ESS2-HS-2
NA	LS4-HS-5	NA	NA	NA	ESS2-HS-3
NA	LS4-HS-6	NA	NA	NA	NA
NA	ESS1-HS-5	NA	NA	NA	NA
NA	ESS1-HS-6	NA	NA	NA	NA
NA	ESS2-HS-7	NA	NA	NA	NA
NA	ESS3-HS-1	NA	NA	NA	NA
NA	ESS3-HS-3	NA	NA	NA	NA
NA	ESS3-HS-4	NA	NA	NA	NA

Grades 9-12, continued

Science Domains Model

Chemistry SCs	Chemistry PSs	Physics SCs	Physics PSs	Biology SCs	Biology PSs	Earth/Space SCs	Earth/Space PSs
PS1.A	PSC1-HS-1	PS1.A	PSP1-HS-1	LS1.A	LS1-HS-1	ESS1.A	ESS1-HS-1
PS1.B	PSC1-HS-2	PS2.A	PSP1-HS-2	LS1.B	LS1-HS-2	ESS1.B	ESS1-HS-2
PS1.C	PSC1-HS-3	PS2.B	PSP1-HS-3	LS1.C	LS1-HS-3	ESS1.C	ESS1-HS-3
PS2.B	PSC1-HS-4	PS3.A	PSP1-HS-4	LS2.A	LS1-HS-4	ESS2.A	ESS1-HS-4
PS3.A	PSC1-HS-5	PS3.B	PSP1-HS-5	LS2.B	LS1-HS-5	ESS2.B	ESS1-HS-5
PS3.B	PSC2-HS-1	PS3.C	PSP1-HS-6	LS2.C	LS1-HS-6	ESS2.C	ESS1-HS-6
PS3.D	PSC2-HS-2	PS3.D	PSP2-HS-1	LS2.D	LS1-HS-7	ESS2.D	ESS2-HS-1
PS4.B	PSC2-HS-3	PS4.A	PSP2-HS-2	LS3.A	LS2-HS-1	ESS2.E	ESS2-HS-2
ETS1.C	PSC2-HS-4	PS4.B	PSP2-HS-3	LS3.B	LS2-HS-2	ESS3.A	ESS2-HS-3
NA	PSC2-HS-5	PS4.C	PSP2-HS-4	LS4.A	LS2-HS-3	ESS3.B	ESS2-HS-4
NA	PSC3-HS-1	ETS1.A	PSP2-HS-5	LS4.B	LS2-HS-4	ESS3.C	ESS2-HS-5
NA	PSC3-HS-2	ETS1.C	PSP3-HS-1	LS4.C	LS2-HS-5	ESS3.C	ESS2-HS-6
NA	PSC3-HS-3	NA	PSP3-HS-2	LS4.D	LS2-HS-6	PS1.C	ESS2-HS-7
NA	PSC3-HS-4	NA	PSP3-HS-3	ETS1.B	LS2-HS-7	PS3.D	ESS3-HS-1
NA	PSC3-HS-5	NA	PSP3-HS-4	NA	LS2-HS-8	PS4.A	ESS3-HS-2
NA	NA	NA	PSP3-HS-5	NA	LS3-HS-1	PS4.B	ESS3-HS-3
NA	NA	NA	NA	NA	LS3-HS-2	ETS1.B	ESS3-HS-4
NA	NA	NA	NA	NA	LS3-HS-3	NA	ESS3-HS-5
NA	NA	NA	NA	NA	LS4-HS-1	NA	ESS3-HS-6
NA	NA	NA	NA	NA	LS4-HS-2	NA	NA
NA	NA	NA	NA	NA	LS4-HS-3	NA	NA
NA	NA	NA	NA	NA	LS4-HS-4	NA	NA
NA	NA	NA	NA	NA	LS4-HS-5	NA	NA
NA	NA	NA	NA	NA	LS4-HS-6	NA	NA

APPENDIX B: GLOSSARY OF TERMS

This tool provides terminologies that represent the overarching concepts and ideas needed to understand the Idaho State Science Standards. The Glossary of Terms is not meant to be exhaustive, but seeks to address critical terms and definitions essential in building science content knowledge and understanding. This tool will assist in promoting consistency across disciplines, increasing student outcomes, and improving stakeholder communication.

analyze - studying the data of an investigation or experiment and looking for trends or patterns in the data or graph to see if the change had an effect

argument/evidence-based account - a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong, based on empirical evidence

cause and effect - the relationship between events or things, where one is the result of the other or others (action and reaction)

claim - to state or assert that something is true, typically without providing evidence

classify - grouping items together based on traits and/or characteristics

data - the result of your experimentation (facts, figures, and other evidence) that you usually record on a chart and then make a graph

empirical - verifiable by observation (using senses) or experience

evidence - the available body of facts or information indicating whether a claim or proposition is true or valid

example - a thing characteristic of its kind or illustrating a general rule/idea

experimental design - a method of research in which a controlled experimental variable is subjected to special treatment for the purpose of comparison with a variable kept constant

fact - an observation that has been repeatedly confirmed

graph - a diagram showing the visual relationship between variable quantities

hypothesis - a testable statement about the natural world that can be used to build more complex inferences and explanations

inference - a conclusion reached on the basis of evidence and reasoning

interpret - to explain and understand the meaning of evidence based on credible scientific information

investigation - a process to carry out a systematic or formal inquiry to discover and examine the facts

law - a descriptive generalization about how some aspect of the natural world behaves under stated circumstances

measure - to determine the dimensions, quantity or capacity of an object

model (computational, mathematical, etc.) - a representation of an idea, object, process or a system that is used to describe, explain, and make predictions about phenomena that cannot be experienced directly

observation - receiving knowledge of the natural world through our senses, recording information using scientific tools or instruments

pattern/trend - consistent and recurring set of characteristics or traits that helps in the identification of a phenomenon or problem and serves as an indicator or model for predicting future behavior

prediction - a forecast or statement about an uncertain event that is based upon experience or evidence

relationship - the connections between two variables

science - the process of trying to understand the world around us through exploration, invention, and problem solving

scientific reasoning - a justification that connects evidence to a claim

simulation - the imitation of the operation of a real-world process or system over time

solution - a method or a process for dealing with a problem that relies on scientific and/or engineering practices

theory - a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment; the scientific community

validates each theory before it is accepted; if new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence

variable - any factor that can be controlled, changed, and/or measured; usually in an experiment