



# **Arizona Science Standards 2018**

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**Arizona Department of Education**  
**High Academic Standards for Students**

## **Introduction**

Students are naturally curious about the world and their place in it. Sustaining this curiosity and giving it a scientific foundation must be a high priority in Arizona schools. Scientific thinking enables Arizona students to strengthen skills that people use every day: solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning. A fundamental goal of science education is to help students determine how the world works and make sense of phenomena in the natural world. Phenomena are observable events that can be explained or explored. Science aims to explain the causes of these events, or phenomena, using scientific ideas, concepts, and practices (3-dimensions). Sense-making in science is a conceptual process in which a learner actively engages with phenomena in the natural world to construct logical and coherent explanations that incorporate their current understanding of science or a model that represents it and are consistent with the available evidence. To develop a scientific understanding of the natural world, students must be able to ask questions, gather information, reason about that information and connect it to scientific principles, theories, or models, and then effectively communicate their understanding and reasoning.

### **Purpose of the Arizona Science Standards**

The Arizona Science Standards present a vision of what it means to be scientifically literate, and college and career ready. These standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following shifts for science education:

- Organize standards around thirteen core ideas and develop learning progressions to coherently and logically build scientific literacy from kindergarten through high school.
- Connect **core ideas, crosscutting concepts, and science and engineering practices**, to make sense of the natural world and understand how science and engineering are practiced and experienced.
- Focus on fewer, broader standards that allow for greater depth, more connections, deeper understanding, and more applications of content.

### The standards are neither curriculum nor instructional practices.

While the Arizona Science Standards serve as the basis for a district's or school's science curriculum, they are not the curriculum. Therefore, identifying the sequence of instruction at each grade – what will be taught and for how long – requires concerted effort and attention at the local level. Curricular tools, including textbooks, are selected by the district/school and adopted through the local governing board. The Arizona Department of Education defines standards, curriculum, and instruction as:

- **Standards** are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.
- **Curriculum** refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.
- **Instruction** refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

### Three Dimensions of Science

Sense-making in science occurs with the integration of three essential dimensions:

- **science and engineering practices** (shown as the outer ring in Figure 1)
- **crosscutting concepts** (shown as the middle section of Figure 1)
- **core ideas** (shown as the center circle in Figure 1)

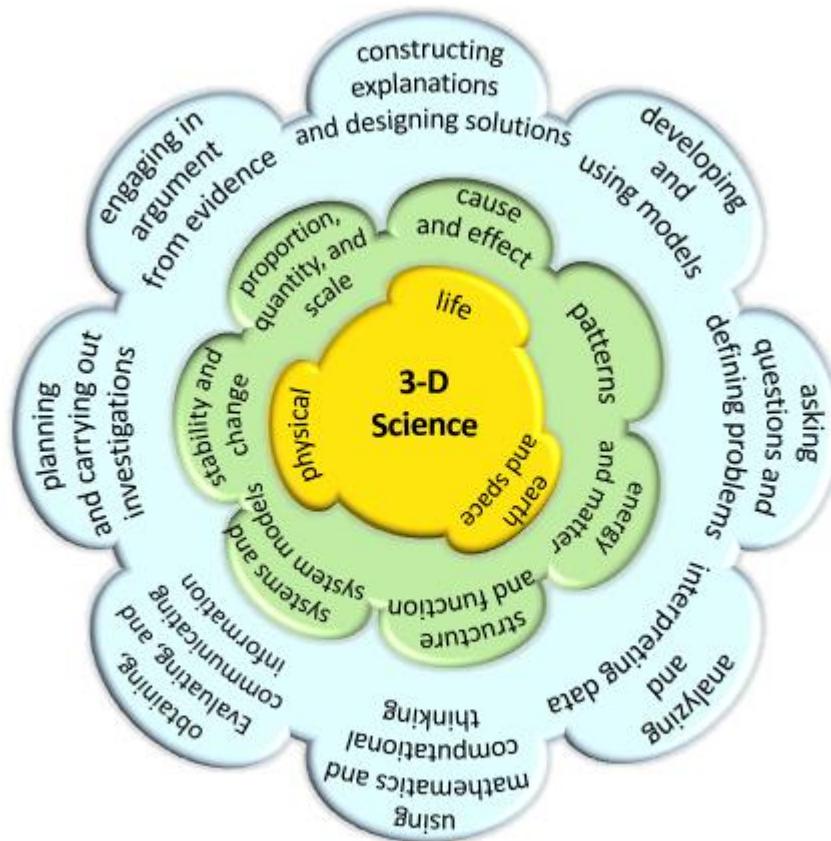


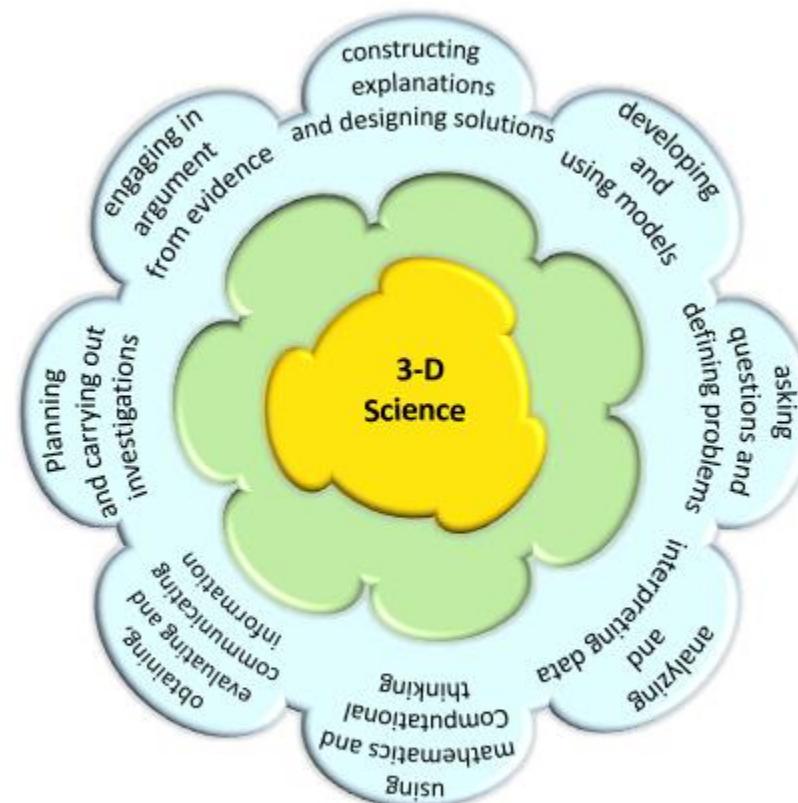
Figure 1: Three Dimensions of Science Instruction

## **Science and Engineering Practices**

For decades teachers have utilized the scientific method as a methodology to engage in scientific inquiry. Traditional implementation often has resulted in viewing science as a linear process. The new vision calls for students to engage in multifaceted science and engineering practices in more complex, relevant, and authentic ways. The science and engineering practices<sup>4</sup> describe a robust process for how scientists investigate and build models and theories of the natural world or how engineers design and build systems. Rather than a linear process from hypothesis to conclusion, these practices reflect science and engineering as they are practiced and experienced. As students conduct investigations, they engage in multiple practices as they gather information to solve problems, answer their questions, reason about how the data provide evidence to support their understanding, and then communicate their understanding of phenomena. Student investigations may be observational, experimental, use models or simulations, or use data from other sources. These eight practices identified in *A Framework for K-12 Science Education*<sup>4</sup> are critical components of scientific literacy, not instructional strategies:

- ask questions and define problems
- develop and use models
- plan and carry out investigations
- analyze and interpret data
- use mathematics and computational thinking
- construct explanations and design solutions
- engage in argument from evidence
- obtain, evaluate, and communicate information

While the scientific method is still being widely used, and a part of academics, the science and engineering practices are expected to be integrated with the core ideas and crosscutting concepts across all grade levels and disciplines. See [Appendix 2](#) for more details on each of the science and engineering practices.



**Figure 2: Science and Engineering Practices**

### Crosscutting Concepts

Crosscutting concepts<sup>4</sup> cross boundaries between science disciplines and provide an organizational framework to connect knowledge from various disciplines into a coherent and scientifically based view of the world. They build bridges between science and other disciplines and connect core ideas and practices throughout the fields of science and engineering. Their purpose is to provide a lens to help students deepen their understanding of the core ideas as they make sense of phenomena in the natural and designed worlds. The crosscutting concepts identified in *A Framework for K-12 Science Education* are:

- patterns
- cause and effect
- structure and function
- systems and system models
- stability and change
- scale, proportion, and quantity
- energy and matter

The Arizona Science Standards are designed for students to develop their understanding of core ideas through the lens of one or multiple crosscutting concepts. Crosscutting concepts can be combined as students find and use patterns as evidence, determine cause and effect relationships, or define systems to investigate. Students must be provided with structures and opportunities to make explicit connections between their learning and the crosscutting concepts. See [Appendix 1](#) for more details on each of the crosscutting concepts.

The use of crosscutting concepts can be demonstrated within cause and effect relationships. For example, researchers investigate cause and effect mechanisms in the motion of a single object, specific chemical reactions, population changes in an ecosystem, and the development of holes in the polar ozone layers. Patterns are present in all science disciplines, and much of science is about explaining observed patterns. Using data, graphs, charts, maps, and statistics in combination with the science and engineering practices, students can use their knowledge of cause and effect relationships to formulate investigations, answer questions, and make informed predictions about observed phenomena.

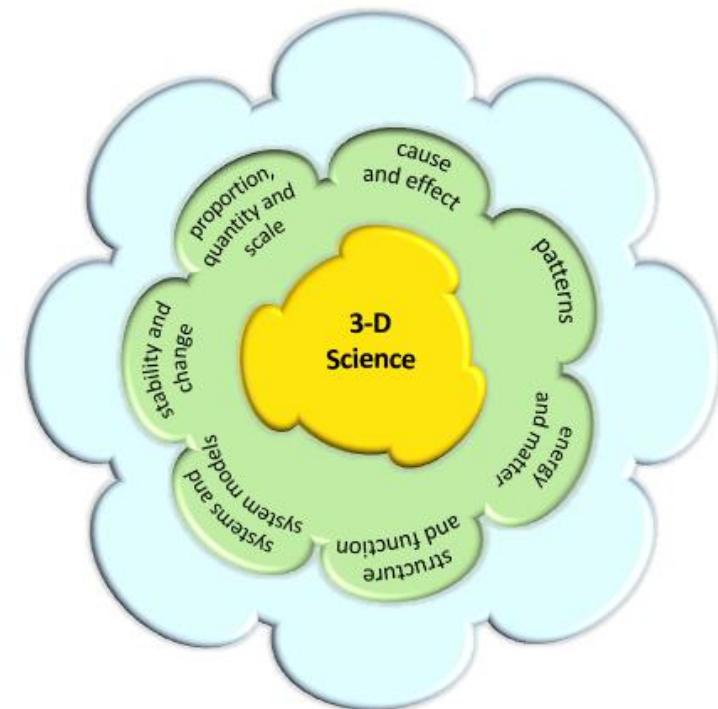


Figure 3: Crosscutting Concepts

## Core Ideas

The Arizona Science Standards focus on thirteen core ideas in science and engineering, adapted from *Working with Big Ideas of Science Education*.<sup>2</sup> The ten core ideas for **Knowing Science** center on understanding the causes of phenomena in physical, earth and space, and life science. The three core ideas for **Using Science** connect scientific principles, theories, and models; engineering and technological applications; and societal implications to the content knowledge to support that understanding. The complexity of each core idea develops as students' progress through each grade band. Each standard is written at the intersection of two core ideas to help students understand both the process of knowing science and using science. These core ideas occur across grade levels and provide the background knowledge for students to develop sense-making around phenomena in the natural world. See Appendix 3 for more details. The core ideas are listed below.

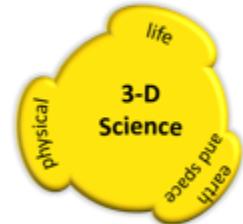


Figure 3: Core Ideas

Core Ideas for Knowing Science		Core Ideas for Using Science
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## **Arizona Science Standards**

### **Time Allotment**

The Arizona Science Standards suggest students have regular standards-based science instruction every year. The amount of time individual students need to learn these standards will vary. The chart below specifies the instructional time necessary for students to master these standards.

The Arizona Science Standards have been designed so that these time suggestions provide adequate time to actively engage in all 3 dimensions of science instruction to master the standards for each grade level. *Depending on local factors, schools may allocate more or less time when determining curriculum programming within a specific context. Instruction on the Arizona Science Standards may be a dedicated time in the school schedule or may be integrated with the instruction of other subjects. See [Appendix 5](#) and the Standards document for connections with other content areas.*

**These time recommendations do not explicitly address the needs of students who are far below or far above the grade level.**

No set of grade-specific standards can fully reflect the variety of abilities, needs, learning rates, and achievement levels of students in any given classroom. The Arizona Science Standards do not define the intervention methods to support students who are far below or far above grade level or do not speak English as their first language. See [Appendix 4](#) for strategies to support equity and diversity in science.

<b>Grade</b>	<b>Suggested Minutes per Week</b>	<b>Suggested Average Minutes per Day</b>
K	90 minutes/week	18 minutes/day
1	150 minutes/week	30 minutes/day
2	150 minutes/week	30 minutes/day
3	200 minutes/week	40 minutes/day
4	225 minutes/week	45 minutes/day
5	225 minutes/week	45 minutes/day
6	250 minutes/week	50 minutes/day
7	250 minutes/week	50 minutes/day
8	250 minutes/week	50 minutes/day
HS (3 credits)	275 minutes/week	55 minutes/day

## **Safety Expectations**

While there are no specific standards that address laboratory or field safety, it is a required part of science education to instruct and guide students in using appropriate safety precautions for all investigations. Reducing risk and preventing accidents in science classrooms begins with planning that meets all local, state, and federal requirements, including Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) requirements for safe handling and disposal of laboratory materials. The following four steps are recommended for carrying out a hazard and risk assessment for any investigation<sup>5</sup>:

- 1) Identify hazards. Hazards may be physical, chemical, health, or environmental.
- 2) Evaluate the type of risk associated with each hazard.
- 3) Instruct students on all procedures and necessary safety precautions in such a way as to eliminate or reduce the risk associated with each hazard.
- 4) Prepare for any emergency that might arise despite all the required safety precautions.

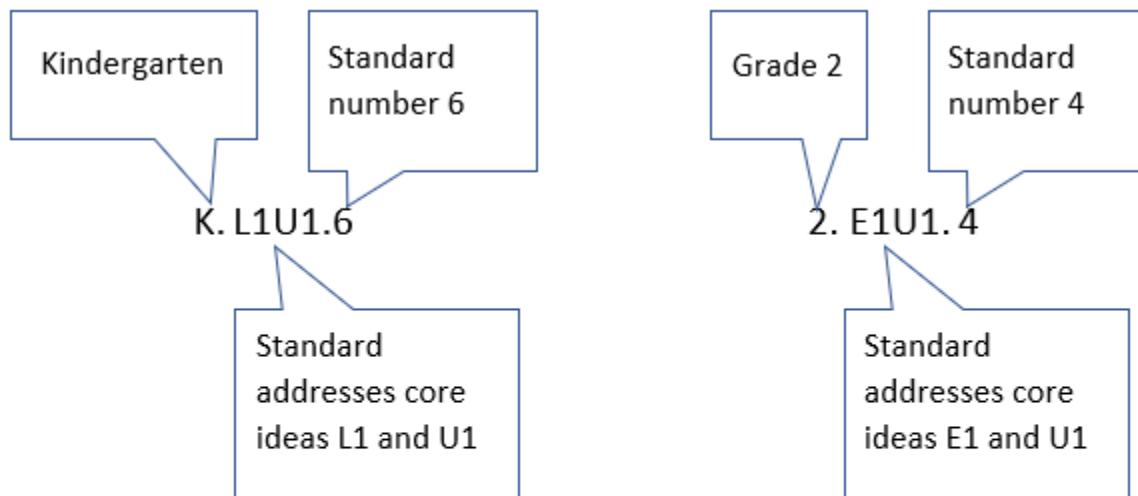
## **Chemical Storage Expectations**

### **What You Can Do**

- Put in place an experienced leadership team to oversee chemical management, storage, and handling activities.
- Implement pollution prevention and green chemistry (safer alternatives) principles to minimize the use of hazardous chemicals at schools.
- Establish an environmentally preferable purchasing policy and conduct periodic chemical inventories to identify hazards.
- Train school personnel on hazardous chemicals management and safety.
- Create an emergency response and spill clean-up plan. Communicate with school personnel and students about the plan and the chemicals and products in the school.
- EPA's Chemicals under the Toxic Substance Control Act (TSCA) provides information about this law which protects us from the potential risks of pesticides and toxic chemicals.
- The Center for Disease Control's [Facts about Mercury in Schools](#) provides information for school administrators, faculty, staff, local health jurisdictions, and parent groups on how to reduce the hazards of mercury on children's health, avoid chemical liabilities, develop planning tools, and establish collection programs for mercury.
- [Chemical Management in Schools](#) is addressed by the Colorado Department of Public Health and Environment, including guidance on self-certification for school laboratories, inventory procedures, lists of common chemical hazards and prohibited or restricted chemicals, and more.
- [The School Chemistry Laboratory Safety Guide](#) presents information about ordering, using, storing, and maintaining chemicals in the high school laboratory. The guide also provides information about chemical waste, safety, and emergency equipment, assessing chemical hazards, common safety symbols, signs, and fundamental resources relating to chemical safety, such as Material Safety Data Sheets and Chemical Hygiene Plans, to help create a safe environment for learning. Also, checklists are provided for both teachers and students that highlight important information for working in the laboratory and identify hazards and safe work procedures.

### **Coding of the K-8 Science Standards**

Each K-8 standard represents the intersection of core ideas for knowing science and using science. This intersection stresses that content in physical science, earth and space science, and life science is not learned independently from ideas about the nature of science, applications of science, or the social implications of using science. The coding of the standard captures this intersection. Students engage in multiple practices as they gather information to solve problems, answer their questions, reason about how the data provide evidence to support their understanding, and then communicate their understanding of phenomena, applications, or social implications. They use the crosscutting concepts to support their understanding of patterns, cause and effect relationships, and systems thinking as they make sense of phenomena. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. **The images below** are examples and descriptions of coding of the K-8 Standards.



K. L1U1.6 Obtain, evaluate, and communicate information about how organisms use different body parts for survival.

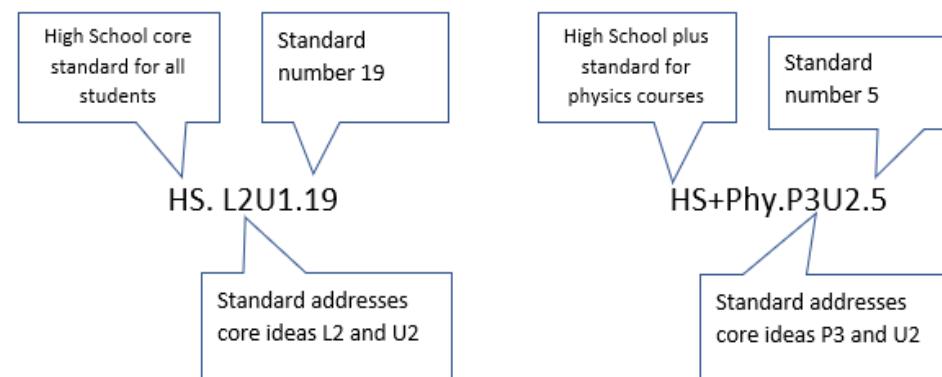
2.E1U1.4 Observe and investigate how wind and water change the shape of the land resulting in a variety of landforms.

### Coding of the High School Science Standards

In Arizona, students are required to take 3 credits of high school science aligned to standards in physical, earth and space, and life sciences to meet graduation requirements, but there is no mandatory course sequence across the state. Because of this, the high school standards are written at two levels: essential and plus.

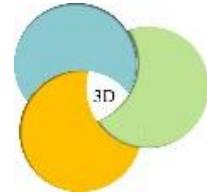
- All high school essential standards (HS) should be learned by every high school student regardless of the 3-credit course sequence they take. The full set of essential high school (HS) standards is designed to be taught over a 3-year period.
- The high school plus (HS+) standards are designed to enhance the rigor of general science courses by extending the essential standards within general chemistry (HS+C), physics (HS+Phy), earth and space sciences (HS+E), or biology (HS+B) courses. These HS+ standards are intended to provide the additional rigor of these courses to prepare students for college courses for science majors.

Like K-8, each high school standard represents the intersection of core ideas for knowing science and using science. This intersection stresses that content in physical science, earth and space science, and life science is not learned independently from ideas about the nature of science, applications of science, or the social implications of using science. The coding of the standard captures this intersection. Students engage in multiple practices as they gather information to solve problems, answer their questions, reason about how the data provide evidence to support their understanding, and then communicate their understanding of phenomena, applications, or social implications. They use the crosscutting concepts to support their understanding of patterns, cause and effect relationships, and systems thinking as they make sense of phenomena. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. **At right** are examples and descriptions of coding of the High School Science Standards.



HS. L2U1.19 Develop and use models that show how changes in the transfer of matter and energy within an ecosystem and interactions between species may affect organisms and their environment.

HS+Phy.P3U2.5 Design, evaluate, and refine a device that minimizes or maximizes the force on a macroscopic object during a collision.



## Navigating the Standards Document

Standards	Support Material
<p><b>1.L2U2.7</b></p> <p><b>Develop and use models</b> about how living things use resources to grow and survive; <b>design and evaluate</b> habitats for organisms using earth materials.</p>	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> Animals depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. Animals depend on plants or other animals for food. They use their senses to find food and water, and they use their body parts to gather, catch, eat, and chew the food. Plants depend on air, water, minerals (in the soil), and light to grow. Animals can move around, but plants cannot, and they often depend on animals for pollination or to move their seeds around. Different plants survive better in different settings because they have varied needs for water, minerals, and sunlight <sup>4(p. 151)</sup>. Animals need food that they can break down, which comes either directly by eating plants (herbivores) or by eating animals (carnivores) which have eaten plants or other animals. <sup>4(p. 27)</sup> Designs can be conveyed through sketches, drawings, or physical models.<sup>4(p. 207)</sup> Because there is always more than one possible solution to a problem, it is useful to compare designs, test them, and discuss their strengths and weaknesses.<sup>4(p. 209)</sup></p>
<p><b>1.L2U1.8</b></p> <p><b>Construct an explanation</b> describing how organisms obtain resources from the environment including materials that are used again by other organisms.</p>	

Standards	Support Material
<p>The standards are what is expected for students to master at the end of the grade level and are intended to be the content utilized for the state assessment. They contain the disciplinary core ideas and <b>the science and engineering practices (SEPs)</b> that are in bold in the standard. It may take several science and engineering practices to reach the desired level of depth of content. These are expected to be learned over the course of the year throughout multiple standards.</p>	<p><b>The Crosscutting Concepts and Background Information for Educators</b> is a guidance resource embedded into the standards document. This is the first step to deepen content knowledge and to make apparent the research behind the standard. The learning progression is supporting material and not the basis for assessment.</p> <p><b>The crosscutting concepts listed</b> connect to other standards for themes and integrated science instruction, one of the key components of three-dimensional science instruction. <b>Bold</b> crosscutting concepts indicate the concepts that are across the grade level. Example: cause and effect and stability and change are dominant crosscutting concepts for first grade.</p>

## Arizona Science Standards

### Rationale of Changes to the 2018 Standards Document

Changes have been made to the standards document while NO changes have been made to the standards themselves. To better support the implementation of standards, slight modifications were made only to the right side of this document in the “Background Information”. This process of refining the support to the standards background information was prompted by the state board of education.

Date	Changes	Rationale
4/5/19 10/19/19	Grammar and formatting.	Consistency throughout document.
7/26/19	Introduction section 4 <sup>th</sup> sentence Phenomena are observable events that can be explained or explored. Science seeks to explain the causes of phenomena using scientific practices, ideas, and concepts.	Clarity on what phenomena is.
7/26/19	“Learning Progressions, Key Terms, and Crosscutting Concepts” was retitled to “Crosscutting Concepts & Background Information for Educators” on the right side of the standards document.	To ensure the information from <i>A Framework for K-12 Science Education</i> and <i>Working with Big Ideas of Science Education</i> was being used as background education for the educator. This is not a sequence of learning, but rather provides background content knowledge for the educator on the resource that was utilized when writing the standards.
7/26/19	The Crosscutting Concepts were moved from the bottom of the page to the top of the page.	The Crosscutting Concepts were moved to show that they are not an afterthought.
8/8/19	All 7 Crosscutting Concepts are listed, instead of just the “focus” CCC for each grade level.	To ensure educators understand that there are 7 CCCs in total, and further explain that the <b>bolded</b> CCCs are the “focus” crosscutting concepts for that particular grade level.
8/8/19	Replaced and updated the graphic used on page 11 to match the updates to the right side of the document.	Updated image to match the updated right side of the standards document.
8/8/19	Under the sections titled “Background Information” the font was changed from 10 point to 9 point.	To better format the document and try to avoid page breaks within a standard.

Date	Background Information	Changes	Rationale
9/25/19	Physical 6.1-3 Standard <i>Teacher Background</i> change	Added: Info from pg. 108 Framework	No information in original regarding temperature and pressure to give deeper background on standard regarding substances.
9/25/19	Life 7.10-12 Standard <i>Teacher Background</i> change	Added/Moved: Info from 6 <sup>th</sup> grade life standards from the background information (6.11-14), to Life 7 <sup>th</sup> grade standards 10-12.	The information connects better to 7 <sup>th</sup> grade life than it did to 6 <sup>th</sup> grade life. Identified by ASTA 5 Tools team while making unpacking cards.
9/25/19	7.E1U1.5 Standard <i>Teacher Background</i> change	Added/Moved: Info from 7.E1U1.7 earth standard from the background to 7.E1U1.5 standard	This section was moved from standard 7 to standard 5 because 5 discusses the “science knowledge” this background addresses. Standard 7 was about the technology and engineering. Info from the Framework was added to 7 to meet the technology needs of standard 7.

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9/25/19	7.E1U2.7 Standard <i>Teacher Background</i> change	Added: Info from pg. 194 from the Framework to <i>Teacher Background</i>	To address the part of 7 <sup>th</sup> grade standard 7/this is a U2 standard and the part of the standard that addresses technology used to predict weather.
9/25/19	7.L1U1.9	Added: Info from pg. 144 from the Framework to <i>Teacher Background</i>	Need to add information to <i>Teacher Background</i> from A Framework to address to address the function of the cell membrane.
9/25/19	7 <sup>th</sup> grade L1 standards	Merged the box for all L1 life standards.	The Teacher Background fits all these L1 standards, it was repetitive before. The single L2 standard was left in its own box. Information added to Teacher Background.
9/25/19	7.L2U1.12	Added: Info from pg. 144 from the Framework to <i>Teacher Background</i>	Need to add information to <i>Teacher Background</i> from A Framework to address to address the function of the cell membrane. (List some actual structures in the cell)
9/25/19	7.L2U1.8-9	Moved: "Life is the quality that distinguishes living things - composed of living cells, from nonliving objects or those that have died. While a simple definition of life can be difficult to capture, all living things - that is to say all organisms - can be characterized by common aspects of their structure and functioning." From lower in the <i>Teacher Background</i> box, to higher up in the <i>Teacher Background</i> .	To allow for better flow of information. (Like with Like)
9/25/19	8.P4U1.3	Added: Teacher Background from pg. 23 of Big Ideas	Added to further explain the transfer of energy
9/25/19	7.P3U1.4	Added: Teacher Background from pg. 115-116 A Framework	Clarify what shape and orientation means for forces
10/16/19	8.P1U1.1-2	Added: Section from page 111 from the Framework	Added from Framework to include all research when writing standards.
10/16/19	6.P2U1.4	Added: Section from page 118 from the Framework	Added from Framework to include all research when writing standards.
10/16/19	6E1U1.6	Added: Section from page 188 from the Framework	Added from Framework to include all research when writing standards.
10/19/19	Page 4- Science and Engineering Practices,	Changed second sentence to "Traditional implementation often has resulted in viewing science as a linear process."	For clarity
10/19/19	Page 5- Crosscutting Concepts, the second sentence was changed.	Changed second sentence to "They build bridges between science and other disciplines and connect core ideas and practices throughout the fields of science and engineering."	For clarity
12/6/21	K.E1U1.3   K.E1U1.4	Added: Section from page 188 and 192 from the Framework	Added to include all research that supports the standards for clarity.
12/6/21	K.L1U1.6   K.L1U1.7	Added: Section from page 149 from the Framework	Added to include all research that supports the standards for clarity.
12/6/21	1.P2U1.1   1.P2U1.2	Added: Boundary section from page 135 the Framework	Added to include all research that supports the standards for clarity.
12/6/21	1.P3U1.3	Added: Section from page 115 from the Framework.	Added to include all research that supports the standards for clarity.

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12/6/21	1.L2U2.7   1.L2U1.8	Added: Section from page 153 from the Framework.	Added to include all research that supports the standards for clarity.
12/6/21	2.P1U1.1   2.P1U1.2	Added: Section from page 110 from the Framework.	Added to include all research that supports the standards for clarity.
12/6/21	2. P4U1.3	Added: Section from page 110 from the Framework.	Added to include all research that supports the standards for clarity.
12/6/21	2.E1U3.7	Added: Section from page 195 from the Framework.	Added to include all research that supports the standards for clarity.
12/6/21	2.E2U1.8	Added: Section from page 176 from the Framework.	Added to include all research that supports the standards for clarity.
12/7/21	3.EIU1.4	Added: Section from page 24 from Working with Big Ideas of Science Education & section from page 125 from the Framework.	Added to include all research that supports the standards for clarity.
12/7/21	3.L2U1.6	Changed coding from 3.L2U1.6 to 3.L1U1.6	Reason: The coding was incorrect. Does not align to ecosystem, aligns to structure and function.
12/7/21	3.L2U1.6	Added: Section from page 149 from the Framework.	Added to include all research that supports the standards for clarity.
12/7/21	4.P4U1.1   4.P4U1.2   4.P2U1.3   4.P4U3.4	Added: Section from page 117 & 192 from the Framework and section from page 23 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/7/21	4.E1U1.5   4.E1U1.6   4.E1U1.7   4.E1U1.8	Added: Section from page 170-180 from the Framework. Deleted: Excess information was deleted from page 135 of the Framework to avoid confusion.	Added to include all research that supports the standards for clarity.
12/7/21	4.E1U3.9   4.E1U2.10	Added: Section from page 24 from Working with Big Ideas of Science Education. Deleted: Excess information was deleted from page 155 of the Framework to avoid confusion.	Added to include all research that supports the standards for clarity.
12/8/21	5.E1U1.8	Added: Sentence from page 175 from the Framework.	Added to include all research that supports the standards for clarity.
12/8/21	6.P4U2.5	Added: Section from page 23 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/8/21	6.E2U1.7   6.E2U1.8   6.E2U1.9   6.E2U1.10	Added: Section from page 176 the Framework and section from page 21 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/8/21	6.L2U3.11   6.L2U3.12   6.L2U1.13   6.L2U1.14	Added: Section from page 153-154 & 155 from the Framework and section from page 27 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/8/21	7.P2U1.1   7.P2U1.2   7.P3U1.3	Added: Section from page 22 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/8/21	7.E1U1.5	Added: Section from page 181 & 185 from the Framework.	Added to include all research that supports the standards for clarity.

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12/8/21	7.L1U1.8   7.L1U1.9   7.L1U1.10   7.L1U1.11	Added: Sentence on page 143 was missing the Framework, added.	Added from Framework to include all research when writing standards for clarity.
12/15/21	7.L1U1.11	Removed	This background belongs with Life Science 4
12/15/21	8.P1U1.1   8.P1U1.2	Added: Section from page 108 from the Framework.	Added to include all research that supports the standards for clarity.
12/15/21	8.P4U1.3   8.P4U1.4   8.P4U1.5	Added: Section from page 124, 125-126, and 135 from the Framework.	Added to include all research that supports the standards for clarity.
12/15/21	8.E1U1.6   8.E1U3.7   8.E1U3.8	Added: Section from page 178 and 194 of the Framework. Removed section that does not belong to Big Idea of Earth Space 1.	Added to include all research that supports the standards for clarity.
12/15/21	8.L3U1.9   8.L3U3.10	Added: Section from page 164 the Framework and section from page 28 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/15/21	8.L4U1.11   8.L4U1.12	Added: Section from page 27 & 28 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/15/21	Essential HS.P1U1.2   Essential HS.P1U1.3	Added: Section from page 239 the Framework and page 20 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/21/21	Essential HS P3.U1.6   Essential HS P3.U2.7	Added: Section from page 22 from Working with Big Ideas of Science Education and section from page 113 the Framework.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS E1U1.13	Added: Section from page 182 & 183 the Framework.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS E1U1.13	Removed	Reason: This background belongs with Life Science 4
12/22/21	Essential HS E1U3.14	Added: Section from page 194 & 196 from the Framework.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS E2U1.15	Added: Section from page 130 the Framework.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS E2U1.16	Added: Section from page 176 the Framework.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS E2U1.17	Added: Section from page 173 & 174 the Framework.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS L2U3.18	Added: Section from page 27 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS L2U1.21	Added: Section from page 154 the Framework.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS L2U1.24   Essential HS L2U1.25   Essential HS L2U3.26	Added: Section from page 158 & 159 the Framework and page 28 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.
12/22/21	Essential HS L4U1.27   Essential HS L4U1.28	Added: Section from page 167 the Framework and page 29 from Working with Big Ideas of Science Education.	Added to include all research that supports the standards for clarity.

## **Grades K-2 Science Standards**

The K-2 Science Standards are designed to provide opportunities for students to develop an understanding of all thirteen core ideas (see [Appendix 3](#)) across the K-2 grade band. To sufficiently demonstrate knowledge, understanding, and performance of each standard, not every core idea is included in every grade.

Students engage in multiple science and engineering practices as they gather information to answer their questions or solve design problems by reasoning how data provides evidence to support their understanding, and then communicate their understanding of phenomena in physical, earth and space, and life sciences (the knowing of science). Students apply their knowledge of the core ideas to understand phenomena, see the impact, or construct technological solutions (using science). The crosscutting concepts support their understanding of patterns, cause and effect relationships, and systems thinking as students make sense of phenomena in the natural and designed worlds. The practices, core ideas, and crosscutting concepts help students develop an understanding of skills and knowledge to transfer them from one grade to the next and between content areas.

- In kindergarten, students use their senses to help them make observations about the world around them, recognizing patterns and the structures and functions of living and non-living things.
- In first grade, students develop an understanding of causal relationships as they investigate how objects can impact other objects from a distance or by contact with each other. They also develop systems thinking as they investigate how organisms interact with Earth for survival, and how life systems have cycles.
- In second grade, students develop an understanding of systems and system models along with energy and matter. Students develop an understanding of observable properties of matter, how energy changes matter, the distribution, and role of water and wind, and how life on Earth depends on an energy source.

The organization of the standards within this document does not indicate instructional sequence or importance. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers; these standards can be sequenced, combined, or integrated with other content areas to best meet the local curriculum or student needs (See Appendices 5 and 6). It is suggested to use the metric system for measurement, as most scientific tools utilize the metric system.

## Kindergarten: Focus on Patterns; Structure and Function

By the end of Kindergarten, students learn to use their senses to help them make observations and predictions about the world around them. In this grade level, students will investigate how the senses detect light and sound, observe weather patterns and their influences on plants and animals, and differentiate between systems and structures of living and non-living things. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, use evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in Kindergarten focus on helping students understand phenomena through the crosscutting concepts of patterns and structure and function.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences:** Students explore how their senses can detect light, sound, and vibration and how technology can be used to extend their senses.

Physical Science Standards	Crosscutting Concepts and Background Information for Educators
<b>K.P2U1.1</b>  <u>Investigate</u> how senses can detect light, sound, and vibrations even when they come from far away; use the collected evidence to <u>develop and support an explanation</u> .	<p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> People use their <b>senses</b> to learn about the world around them. Their <b>eyes</b> detect light, their <b>ears</b> detect sound, and they can feel vibrations by <b>touch</b>. People also use a variety of devices to communicate (send and receive information) over long distances.<sup>4(p.137)</sup> Objects can have an effect on other objects even when they are not in contact with them. For instance, <b>light</b> affects the objects it reaches, including our eyes. Objects that are seen either give out or <b>reflect</b> light that human eyes can detect. <b>Sound</b> comes from things that <b>vibrate</b> and can be detected at a distance from the source because the air or other material around is made to vibrate. Sounds are heard when the vibrations in the air enter our ears.<sup>2 (p. 21)</sup> Designs can be conveyed through <b>sketches, drawings, or physical models.</b><sup>4(p.207)</sup> Because there is always more than one possible solution to a problem, it is useful to <b>compare</b> designs, <b>test</b> them, and <b>discuss</b> their <b>strengths</b> and <b>weaknesses.</b><sup>4(p. 209)</sup></p>
<b>K.P2U2.2</b>  <u>Design and evaluate</u> a tool that helps people extend their senses.	

## Arizona Science Standards

**Earth and Space Sciences:** Students develop an understanding of patterns to understand changes in local weather, seasonal cycles, and daylight.

Earth and Space Standards	Crosscutting Concepts & Background Information for Educators
<b>K.E1U1.3</b> <u><a href="#">Observe, record, and ask questions</a></u> about temperature, precipitation, and other weather data to identify patterns or changes in local weather.	<p><b>Crosscutting Concepts:</b>  <b>Patterns;</b> Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>            There is air all around the Earth's surface, but there is less and less further away from the surface (higher in the sky). <b>Weather</b> is determined by the conditions and movement of the air. The <b>temperature, pressure, direction, speed</b> of movement and the amount of <b>water vapor</b> in the air combine to create the weather. Measuring these properties over time enables patterns to be found that can be used to <b>predict</b> the weather a short time ahead.<sup>2</sup> (p. 24) 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 <b>weather</b> and to notice <b>patterns</b> over time. (p. 188) Living things need water, air, and resources from the land, and they try to live in places that have the things they need. (p. 192)</p>
<b>K.E1U1.4</b> <u><a href="#">Observe, describe, ask questions, and predict</a></u> seasonal weather patterns; and how those patterns impact plants and animals (including humans).	
<b>K.E2U1.5</b> <u><a href="#">Observe and ask questions</a></u> about patterns of the motion of the sun, moon, and stars in the sky.	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b>  <b>Patterns;</b> Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>            Patterns of the motion of the <b>sun, moon, and stars</b> in the sky can be observed, described, and predicted. At night one can see the light coming from many stars with the naked eye, but <b>telescopes</b> make it possible to see many more and to observe them and the moon and <b>planets</b> in greater detail.<sup>4</sup> (p. 174)</p>

## Arizona Science Standards

**Life Sciences:** Students develop an understanding that the world is comprised of living and non-living things. They investigate the relationship between structure and function in living things; plants and animals use specialized parts to help them meet their needs and survive.

Life Science Standards	Crosscutting Concepts & Background Information for Educators
K.L1U1.6	<p><b>Crosscutting Concepts:</b>  <b>Patterns;</b> Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  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, grow, and produce more plants. <sup>4(p. 144)</sup> Animals have body parts that capture and convey different kinds of information needed for growth and survival—for example, eyes for light, ears for sounds, and skin for temperature or touch. Animals respond to these inputs with behaviors that help them survive. (e.g., find food, run from a predator) Plants also respond to some external inputs (e.g., turn leaves toward the sun). <sup>4 (p. 149)</sup></p>
K.L1U1.7	<p><b>Observe, ask questions, and explain</b> how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.</p>
K.L2U1.8	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b>  <b>Patterns;</b> Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  There is a wide variety of living things (organisms), including plants and animals. They are distinguished from non-living things by their ability to move, reproduce, and react to certain stimuli.<sup>2 (p. 26)</sup></p>

## First Grade: Focus on Cause and Effect; Stability and Change (cycles)

By the end of first grade, students make observations to understand the connections between earth materials and the ability for Earth to sustain a variety of organisms. Students learn how objects can impact other objects from a distance or by contact with each other, how organisms interact with earth materials for survival, and how life systems have cycles. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, use evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in first grade focus on helping students understand phenomena through cause and effect and stability and change.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences:** Students develop an understanding of the effects of forces and waves, and how they can impact or be impacted by objects near and far away. They explore the relationships between sound and vibrating materials, as well as light and materials including the ability of sound and light to travel from place to place.

Physical Science Standards	Crosscutting Concepts & Background Information for Educators
<b>1.P2U1.1</b>	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> Some materials allow <b>light</b> to pass through them, others allow only some light through, and others block all the light and create a dark <b>shadow</b> on any surface beyond them (i.e., on the other side from the light source), where the light cannot reach. <b>Mirrors</b> and <b>prisms</b> 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.) <sup>4</sup>(p.134-135) Light and sound are <b>wavelike phenomena.</b> <sup>4</sup>(p.130) <b>Sound</b> can make <b>matter vibrate</b>, and vibrating matter can make sound. <sup>4</sup>(p. 132)</p>
<b>1.P2U1.2</b>	<p><b>Use models</b> to provide evidence that vibrating matter creates sound and sound can make matter vibrate.</p>
<b>1.P3U1.3</b>	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. <sup>4</sup>(p.115) <b>Forces</b> can <b>push, pull</b> or <b>twist</b> objects, making them change their <b>motion</b> or <b>shape</b>. Forces act in particular directions. <b>Equal forces</b> acting in opposite directions in the same line cancel each other and are described as being in <b>balance</b>. The movement of objects is changed if the forces acting on them are not in balance. <sup>2</sup>(p. 22)</p>

## Arizona Science Standards

1.P4U2.4	Crosscutting Concepts & Background Information for Educators
<p><b>Design and evaluate</b> ways to increase or reduce heat from friction between two objects.</p>	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect</b>; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> When two objects rub against each other, this interaction is called <b>friction</b>. Friction between two surfaces can warm both of them (e.g., rubbing hands together). There are ways to reduce the friction between two objects.<sup>4</sup>(p. 129) Designs can be conveyed through <b>sketches</b>, <b>drawings</b>, or <b>physical models</b>.<sup>4</sup>(p. 207) Because there is always more than one possible solution to a problem, it is useful to <b>compare</b> designs, <b>test</b> them, and <b>discuss</b> their <b>strengths</b> and <b>weaknesses</b>.<sup>4</sup>(p. 209)</p>

### Earth and Space Sciences: Students develop an understanding that earth materials are essential for organism's survival.

Earth and Space Standards	Crosscutting Concepts & Background Information for Educators
<p><b>1.E1U1.5</b></p> <p><b>Obtain, evaluate, and communicate information</b> about the properties of Earth materials and <b>investigate</b> how humans use natural resources in everyday life.</p>	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect</b>; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> Wind and water can change the shape of the land. The resulting <b>landforms</b>, together with the materials on the land, provide homes for <b>living things</b>.<sup>4</sup>(p. 180) Humans use <b>natural resources</b> for everything they do: for example, they use <b>soil</b> and <b>water</b> to grow <b>food</b>, <b>wood</b> to burn to provide <b>heat</b> or to build <b>shelters</b>, and materials such as <b>iron</b> or <b>copper (minerals)</b> extracted from Earth to make cooking pans.<sup>4</sup>(p. 192)</p>

## Arizona Science Standards

**Life Sciences:** Students develop an understanding that Earth has supported, and continues to support, a large variety of organisms. These organisms can be distinguished by their physical characteristics, life cycles, and their different resource needs for survival. Different types of organisms live where there are different earth resources such as food, air, and water.

Life Science Standards	Crosscutting Concepts & Background Information for Educators
<b>1.L1U1.6</b>  <u>Observe, describe, and predict</u> life cycles of animals and plants.	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> Plants and animals have predictable <b>characteristics</b> at different <b>stages of development</b>. Plants and animals <b>grow</b> and change. Adult plants and animals can have <b>young</b>.<sup>4(p. 146)</sup></p>
<b>1.L2U2.7</b>  <u>Develop and use models</u> about how living things use resources to grow and survive; <u>design and evaluate</u> habitats for organisms using earth materials.	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> Animals depend on their surroundings to get what they need, including <b>food, water, shelter</b>, and a <b>favorable temperature</b>. Animals depend on <b>plants</b> or other animals for food. They use their <b>senses</b> to find food and water, and they use their <b>body parts</b> to gather, catch, eat, and chew the food. Plants depend on <b>air, water, minerals</b> (in the soil), and <b>light</b> to grow. Animals can move around, but plants cannot, and they often depend on animals for pollination or to move their <b>seeds</b> around. Different plants survive better in different settings because they have varied needs for water, minerals, and sunlight <sup>4(p. 151)</sup> Animals need food that they can break down, which comes either directly by eating plants (herbivores) or by eating animals (carnivores) which have eaten plants or other animals. <sup>2(p. 27)</sup> Designs can be conveyed through <b>sketches, drawings, or physical models</b>.<sup>4(p. 207)</sup> Because there is always more than one possible solution to a problem, it is useful to <b>compare</b> designs, <b>test</b> them, and <b>discuss</b> their <b>strengths and weaknesses</b>.<sup>4(p. 209)</sup> Organisms obtain the materials they need to grow and survive from the environment. Many of these materials come from organisms and are used again by other organisms. <sup>4(p. 153)</sup></p>
<b>1.L2U1.8</b>  <u>Construct an explanation</u> describing how organisms obtain resources from the environment including materials that are used again by other organisms.	

## Arizona Science Standards

1.L3U1.9	Crosscutting Concepts & Background Information for Educators
<p><a href="#"><b>Obtain, evaluate, and communicate information</b></a> to support an <a href="#"><b>evidence-based explanation</b></a> that plants and animals produce offspring of the same kind, but offspring are generally not identical to each other or their parents.</p>	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> Living things produce offspring of the same kind, but offspring are not <b>identical</b> with each other or with their <b>parents</b>. Plants and animals, including humans, resemble their parents in many features because information is passed from one <b>generation</b> to the next.<sup>2(p.28)</sup> Organisms have <b>characteristics</b> that can be similar or different. Young animals are very much, but not exactly, like their parents and also resemble other animals of the same kind. Plants also are very much, but not exactly, like their parents and resemble other plants of the same kind.<sup>4(p. 158)</sup></p>
1.L4U1.10	Crosscutting Concepts & Background Information for Educators
<p><a href="#"><b>Develop a model</b></a> to describe how animals and plants are classified into groups and subgroups according to their similarities.</p>	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> There are many different kinds of <b>plants</b> and <b>animals</b> in the world today and many kinds that once lived but are now <b>extinct</b>. We know about these from <b>fossils</b>. Animals and plants are <b>classified</b> into groups and subgroups according to their <b>similarities</b>.<sup>2 (p.29)</sup> Some kinds of plants and animals that once lived on Earth (e.g., dinosaurs) are no longer found anywhere, although others now living (e.g., lizards) resemble them in some ways.<sup>4 (p. 162)</sup></p>

## Second Grade: Focus on Systems and System Models; Energy and Matter

By the end of second grade, students understand the basic concept that energy can change the phase of matter and is necessary for life. Students begin to understand energy and matter, the formation of Earth's surface features, water cycles and energy flow, changes in the environment, patterns in the sky, and the conditions necessary for life on Earth. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in second grade focus on helping students understand phenomena through systems and system models and energy and matter.

Core Ideas for Knowing Science*	Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>	<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences:** Students develop an understanding of observable properties of matter and how changes in energy (heating or cooling) can affect matter or materials.

Physical Science Standards	Crosscutting Concepts & Background Information for Educators
2.P1U1.1	<p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> All the 'stuff' encountered in everyday life, including <b>air</b>, water and different kinds of <b>solid substances</b>, is called <b>matter</b> because it has <b>mass</b>, and therefore <b>weight</b> on Earth, and takes up space. Different materials are recognizable by their <b>properties</b>, some of which are used to classify them as being in the <b>solid, liquid</b> or <b>gas state</b>.<sup>2(p. 20)</sup> Different kinds of matter exist (e.g., wood, metal, water), and many of them can be either solid or liquid, depending on temperature.<sup>4(p. 108)</sup> Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible (e.g., melting and freezing), and sometimes they are not (e.g., baking a cake, burning fuel).<sup>4(p. 110)</sup></p>
2.P1U1.2	<p><b>Plan and carry out investigations</b> to gather evidence to support an explanation on how heating or cooling can cause a phase change in matter.</p>
2.P4U1.3	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> There are various ways of causing an event or bringing about change in objects or materials. Heating can cause <b>change</b>, as in cooking, <b>melting solids</b> or changing water to <b>vapor</b>.<sup>2(p. 23)</sup> Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible (e.g., melting and freezing), and sometimes they are not (e.g., baking a cake, burning fuel).<sup>4(p. 110)</sup></p>

## Arizona Science Standards

**Earth and Space Sciences:** Students develop an understanding of the distribution and role of water and wind in weather, shaping the land, and where organisms live. Wind and water can also change environments, and students learn humans and other organisms can change environments too. Students develop an understanding of changing patterns in the sky including the position of Sun, Moon, and stars, and the apparent shape of the Moon.

Earth and Space Standards	Crosscutting Concepts & Background Information for Educators
<b>2.E1U1.4</b>  <u>Observe and investigate</u> how wind and water change the shape of the land resulting in a variety of landforms.	<p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> Wind and water can change the shape of the land. The resulting <b>landforms</b>, together with the materials on the land, provide homes for living things.<sup>4</sup>(p. 180) Water is found in the <b>ocean, rivers, lakes, and ponds</b>. Water exists as <b>solid</b> ice and in <b>liquid</b> form. It carries soil and rocks from one place to another and determines the variety of life forms that can live in a particular location.<sup>4</sup>(p. 184)</p>
<b>2.E1U1.5</b>  <u>Develop and use models</u> to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere.	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> Weather is the combination of <b>sunlight, wind, snow or rain, and temperature</b> in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice <b>patterns</b> over time.<sup>4</sup>(p. 188) Designs can be conveyed through <b>sketches, drawings, or physical models.</b><sup>4</sup>(p. 207) Because there is always more than one possible solution to a problem, it is useful to <b>compare</b> designs, <b>test</b> them, and <b>discuss</b> their <b>strengths and weaknesses.</b><sup>4</sup>(p. 209)</p>
<b>2.E1U2.6</b>  <u>Analyze patterns</u> in weather conditions of various regions of the world and <u>design, test, and refine solutions</u> to protect humans from severe weather conditions.	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> Weather is the combination of <b>sunlight, wind, snow or rain, and temperature</b> in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice <b>patterns</b> over time.<sup>4</sup>(p. 188) Designs can be conveyed through <b>sketches, drawings, or physical models.</b><sup>4</sup>(p. 207) Because there is always more than one possible solution to a problem, it is useful to <b>compare</b> designs, <b>test</b> them, and <b>discuss</b> their <b>strengths and weaknesses.</b><sup>4</sup>(p. 209)</p>

## Arizona Science Standards

2.E1U3.7	Crosscutting Concepts & Background Information for Educators
<p><b><u>Construct an argument from evidence</u></b> regarding positive and negative changes in water and land systems that impact humans and the environment.</p>	<p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> Plants and animals (including humans) depend on the <b>land, water, and air</b> to live and grow. They in turn can change their <b>environment</b> (e.g., the shape of land, the flow of water).<sup>4(p. 190)</sup> Thing 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—for example, by reducing trash through reuse and recycling.<sup>4(p. 195)</sup></p>
<p><b><u>Observe and explain</u></b> the Sun's position at different times during a twenty-four-hour period and changes in the apparent shape of the Moon from one night to another.</p>	<p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> There are patterns in the position of the <b>Sun</b> seen at different times of the <b>day</b> and in the shape of the <b>Moon</b> from one <b>night</b> to another.<sup>2(p. 25)</sup> Seasonal patterns of sunrise and sunset can be observed, described, and predicted.<sup>4(p. 176)</sup></p>

## Arizona Science Standards

**Life Sciences: Students develop an understanding that life on Earth depends on energy from the Sun or energy from other organisms to survive.**

Life Science Standards	Crosscutting Concepts & Background Information for Educators
<b>2.L2U1.9</b>  <u><a href="#">Obtain, analyze, and communicate evidence</a></u> that organisms need a source of energy, air, water, and certain temperature conditions to survive.	<p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p>
<b>2.L2U1.10</b>  <u><a href="#">Develop a model</a></u> representing how life on Earth depends on energy from the Sun and energy from other organisms.	<p><b>Background Information:</b> All living things need food as their source of <b>energy</b> as well as air, water, and certain temperature conditions. Plants containing chlorophyll can use <b>sunlight</b> to make the food they need and can store food that they do not immediately use. Animals need food that they can break down, which comes either directly by eating plants (herbivores) or by eating animals (carnivores) which have eaten plants or other animals. Animals are ultimately dependent on plants for their survival. The relationships among organisms can be represented as <b>food chains</b> and <b>food webs</b>.<sup>2</sup> (p. 27) 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.<sup>4</sup>(p. 147)</p>

## Arizona Science Standards

### Distribution of K-2 Standards

	<b>U1:</b> Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.	<b>U2:</b> The knowledge produced by science is used in engineering and technologies to create products.	<b>U3:</b> Applications of science often have both positive and negative ethical, social, economic, and political implications.	
<b>P1:</b> All matter in the Universe is made of very small particles.	2.P1U1.1 2.P1U1.2			
<b>P2:</b> Objects can affect other objects at a distance.	K.P2U1.1 1.P2U1.1 1.P2U1.2	K.P2U2.2		
<b>P3:</b> Changing the movement of an object requires a net force to be acting on it.	1.P3U1.3			
<b>P4:</b> The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.	2.P4U1.3	1.P4U2.4		
<b>E1:</b> The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.	K.E1U1.3 K.E1U1.4 1.E1U1.5	2.E1U1.4 2.E1U1.5	2.E1U2.6	2.E1U3.7
<b>E2:</b> The Earth and our solar system are a very small part of one of many galaxies within the Universe.	K.E2U1.5 2.E2U1.8			
<b>L1:</b> Organisms are organized on a cellular basis and have a finite life span.	K.L1U1.6 K.L1U1.7 1.L1U1.6			
<b>L2:</b> Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.	K.L2U1.8 1.L2U1.8	2.L2U1.9 2.L2U1.10	1.L2U2.7	
<b>L3:</b> Genetic information is passed down from one generation of organisms to another.	1.L3U1.9			
<b>L4:</b> The unity and diversity of organisms, living and extinct, is the result of evolution.	1.L4U1.10		1.L4U3.11	

## Grades 3-5 Science Standards

The Grades 3-5 Science Standards are designed to provide opportunities for students to develop an understanding of all thirteen core ideas (see [Appendix 3](#)) across the 3-5 grade band. To sufficiently demonstrate knowledge, understanding, and performance of each standard, not every core idea is included in every grade.

Within each grade level, students engage in multiple science and engineering practices as they gather information to answer their questions or solve design problems by reasoning how the data provide evidence to support their understanding, and then communicate their understanding of phenomena in physical, earth and space, and life science (the knowing of science). Students apply their knowledge of the core ideas to understand phenomena, see the impact, or construct technological solutions (using science). The crosscutting concepts support their understanding of patterns, cause and effect relationships, and systems thinking as students make sense of phenomena in the natural and designed worlds. The practices, core ideas, and crosscutting concepts help students develop an understanding of skills and knowledge to transfer them from one grade to the next and between content areas.

- In third grade, students develop an understanding of systems and system models along with structure and function involving energy and matter.
- In fourth grade, students apply systems and system models as they investigate how energy and the availability of resources affects Earth systems (geosphere and biosphere). They also develop an understanding of stability and change with regards to how populations of organisms and Earth have changed over time.
- In fifth grade, students apply their understanding of scale at micro levels as they investigate changes in matter and at macro levels as they investigate patterns of genetic information and movement between Earth and Moon.

The organization of the standards within this document does not indicate instructional sequence or importance. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers; these standards can be sequenced, combined, or integrated with other content areas to best meet the local curriculum or student needs (See Appendices 4 and 5). It is suggested to use the metric system for measurement, as most scientific tools utilize the metric system.

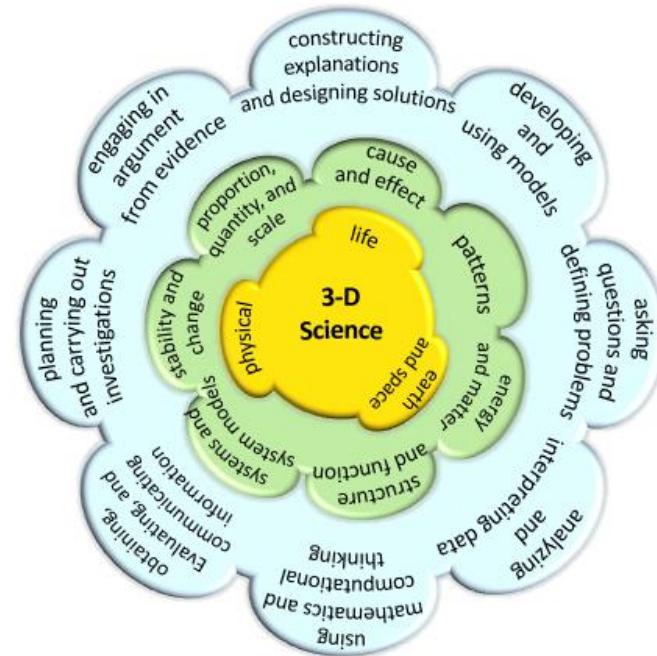


Figure 1: Three Dimensions of Science Instruction

## Third Grade: Focus on Systems and System Models; Structure and Function

By the end of third grade, students will gain an understanding of how the Sun provides energy for life on Earth. Students apply their understanding of light and sound waves, how they travel, are detected, and transfer energy. Students learn that organisms have different structures and functions which increase their chances of survival. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in third grade focus on helping students understand phenomena through systems and system models and structure and function.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences:** Students develop an understanding of the sources, properties, and characteristics of energy along with the relationship between energy transfer and the human body.

Physical Science Standards	Crosscutting Concepts & Background Information for Educators
<b>3.P2U1.1</b>  <u>Ask questions and investigate</u> the relationship between light, objects, and the human eye.	<p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models</b>; Energy and Matter; <b>Structure and Function</b>; Stability and Change<sup>4</sup></p>
<b>3.P2U1.2</b>  <u>Plan and carry out an investigation</u> to explore how sound waves affect objects at varying distances.	<p><b>Background Information:</b> Light is seen because it affects the objects it reaches, including our <b>eyes</b>. Sources give out light, which travels from them in various directions and is detected when it reaches and enters our eyes. Objects that are seen either <b>give out</b> or <b>reflect</b> light that human eyes can <b>detect</b>. Sound comes from things that <b>vibrate</b> and can be detected at a distance from the source because the air or other material around is made to vibrate. Sounds are heard when the vibrations in the air enter our <b>ears</b>.<sup>2</sup> (p 21) An object can be seen when light reflected from its surface enters the eyes; the color people see depends on the color of the available light sources as well as the properties of the surface. Because lenses bend light beams, they can be used, singly or in combination, to provide <b>magnified</b> images of objects too small or too far away to be seen with the naked eye.<sup>4</sup> (p. 135) Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). 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.)<sup>4</sup> (p. 132)</p>

## Arizona Science Standards

3.P4U1.3	Crosscutting Concepts & Background Information for Educators
<p><b><u>Develop and use models</u></b> to describe how light and sound waves transfer energy.</p>	<p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models</b>; Energy and Matter; <b>Structure and Function</b>; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> The faster a given object is moving, the more <b>energy</b> it possesses. Energy can be moved from place to place by moving objects or through <b>sound or light</b>. (Boundary: At this grade level, no attempt is made to give a precise or complete definition of energy.)<sup>4(p. 122)</sup> Energy is present whenever there are moving objects, sound, light, or <b>heat</b>. When objects <b>collide</b>, energy can be <b>transferred</b> 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. Light also transfers energy from place to place. For example, energy radiated from the sun is transferred to Earth by light. When this light is absorbed, it warms Earth's land, air, and water and facilitates plant growth.<sup>4(p.125)</sup></p>

**Earth and Space Sciences: Students develop an understanding of how the Sun provides light and energy for Earth systems.**

Earth and Space Standards	Crosscutting Concepts & Background Information for Educators
<p><b>3.E1U1.4</b></p> <p><b><u>Construct an explanation</u></b> describing how the Sun is the primary source of energy impacting Earth systems.</p>	<p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models</b>; Energy and Matter; <b>Structure and Function</b>; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> Radiation from the Sun heats the Earth's surface<sup>2(p 24)</sup>. All <b>Earth processes</b> are the result of energy flowing and matter cycling within and among Earth's systems. This energy originates from the <b>sun</b> and from Earth's interior.<sup>4(179-180)</sup> Earth's major systems are the <b>geosphere</b> (solid and molten rock, soil, and sediments), the <b>hydrosphere</b> (water and ice), the <b>atmosphere</b> (air), and the <b>biosphere</b> (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes.<sup>4(181)</sup> Light also transfers energy from place to place. For example, energy radiated from the sun is transferred to Earth by light. When this light is absorbed, it warms Earth's land, air, and water and facilitates plant growth.<sup>4(125)</sup></p>

## Arizona Science Standards

**Life Sciences:** Students develop an understanding of the flow of energy in a system beginning with the Sun to and among organisms. They also understand that plants and animals (including humans) have specialized internal and external structures and can respond to stimuli to increase survival.

Life Science Standards	Crosscutting Concepts & Background Information for Educators
3.L1U1.5  <u>Develop and use models</u> to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction.	<p><b>Crosscutting Concepts:</b>      Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models</b>; Energy and Matter; <b>Structure and Function</b>; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>      Animals have both <b>internal</b> and <b>external</b> structures that serve various functions in <b>growth, survival, behavior, and reproduction</b>. (Boundary: Stress at this grade level focus is on understanding the macroscale systems and their function, not microscopic processes.) <sup>4</sup>(p. 144)      Different sense receptors are specialized for particular kinds of information, which may then be processed and integrated by an animal's brain, with some information stored as memories. Animals are able to use their perceptions and memories to guide their actions. Some responses to information are instinctive—that is, animals' brains are organized so that they do not have to think about how to respond to certain stimuli. Plants also respond to some external inputs (e.g., turn leaves toward the sun). <sup>4</sup>(p. 149)</p>
3.L1U1.6  <u>Plan and carry out investigations</u> to demonstrate ways plants and animals react to stimuli.	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p>
3.L2U1.7  <u>Develop and use system models</u> to describe the flow of energy from the Sun to and among living organisms.	<p><b>Crosscutting Concepts:</b>      Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models</b>; Energy and Matter; <b>Structure and Function</b>; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>      The food of almost any kind of <b>animal</b> can be traced back to <b>plants</b>. Organisms are related in <b>food webs</b> in which some animals eat plants. Either way, they are "<b>consumers</b>." Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "<b>decomposers</b>." Decomposition eventually restores (recycles) some materials back to the soil for plants to use. Organisms can survive only in environments in which their particular needs are met. A healthy <b>ecosystem</b> 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.<sup>4</sup>(p. 151) Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain</p>

## Arizona Science Standards

	gases, water, and minerals from the environment and release waste matter (gas, liquid, or solid) back into the environment. <sup>4</sup> (p. 153)
<b>3.L2U1.8</b>	<b>Crosscutting Concepts &amp; Background Information for Educators</b>
<b><a href="#">Construct an argument from evidence</a></b> that organisms are interdependent.	<p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models</b>; Energy and Matter; <b>Structure and Function</b>; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> <b>Animals</b> and <b>plants</b> alike generally need to take in air and water, animals must take in food, and plants need light and <b>minerals</b>; <b>anaerobic</b> life, such as <b>bacteria</b> in the gut, functions without air. Food provides animals with the materials they need for <b>body repair</b> and <b>growth</b> and is <b>digested</b> to release the <b>energy</b> they need to maintain body warmth and for motion. Plants acquire their material for growth chiefly from air and water and process matter they have formed to maintain their <b>internal conditions</b> (e.g., at night). <sup>4</sup>(p. 148) Animals need food that they can break down, which comes either directly by eating plants (<b>herbivores</b>) or by eating animals (<b>carnivores</b>) which have eaten plants or other animals. Animals are ultimately dependent on plants for their survival. The relationships among organisms can be represented as food chains and food webs. Some animals are dependent on plants in other ways as well as for food, for example for shelter and, in the case of human beings, for clothing and fuel. Plants also depend on animals in various ways. For example, many flowering plants depend on insects for pollination and on other animals for dispersing their seeds.<sup>2</sup>(p. 27)</p>

## Fourth Grade: Systems and System Models; Energy and Matter; Stability and Change

By the end of fourth grade, students expand on the idea that energy from the Sun interacts with Earth systems and explore other forms of energy we use in everyday life. Students apply their understanding of the various Earth systems (geosphere, hydrosphere, atmosphere, biosphere) and how they interact with each other and heat from the Sun. Students understand how geological systems change and shape the planet and provide resources. Students also develop an understanding of how Earth processes and human interactions positively and negatively that can change environments impacting the ability for organisms to survive. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in fourth grade focus on helping students understand phenomena through systems and system models, energy and matter, and stability and change.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences: Students develop an understanding of how Earth's resources can be transformed into different forms of energy. Students develop a better understanding of electricity and magnetism.**

Physical Science Standards	Crosscutting Concepts & Background Information for Educators
4.P4U1.1	<p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; <b>Stability and Change</b><sup>4</sup></p>
<u>Develop and use a model</u> to demonstrate how a system transfers energy from one object to another even when the objects are not touching.	<p><b>Background Information:</b> 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. Light also transfers energy from place to place. For example, energy radiated from the sun is transferred to Earth by light. When this light is absorbed, it warms Earth's land, air, and water and facilitates plant growth.-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 (e.g., moving water driving a spinning turbine which generates electric currents).<sup>4(p.125)</sup> The faster a given object is moving, the more energy it possesses. Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (Boundary: At this grade level, no attempt is made to give a precise or complete definition of energy.)<sup>4(p.122)</sup> The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use—for example, the stored energy of water behind a dam is released so that it flows downhill and drives a turbine generator to produce electricity. Food and fuel also release energy when they are digested or burned. When machines or animals "use" energy (e.g., to move around), most often the energy is transferred to heat the surrounding environment. The energy released by burning fuel or digesting food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (Boundary: The fact that plants capture energy from sunlight is introduced at this grade level, but details of photosynthesis are not.) It is important to be able to concentrate energy so that it is available for use where and when it is needed. For example, batteries are physically transportable energy storage devices, whereas electricity generated by power plants is transferred from place to place through distribution systems.<sup>4(p. 129)</sup></p>
4.P4U1.2	<p><u>Develop and use a model</u> that explains how energy is moved from place to place through electric currents.</p>
4.P2U1.3	<p><u>Develop and use a model</u> to demonstrate magnetic forces.</p>
4.P4U3.4	<p><u>Engage in argument from evidence</u> on the use and impact of renewable and nonrenewable resources to generate electricity.</p> <p>Objects in contact exert forces on each other (friction, elastic pushes and pulls). Electric, magnetic, and gravitational forces between a pair of objects do not require that the objects be in contact—for example, magnets push or pull at a distance. 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.<sup>4(p. 117)</sup> In all these changes, energy is transferred from one object, which is an energy source or resource, to another. Fuels such as oil, gas, coal and wood are energy resources. Some energy resources are renewable, such as those produced by wind, waves, sunlight and tides, others are non-renewable such as from burning fossil fuels with oxygen.<sup>2(p. 23)</sup></p>

## Arizona Science Standards

	All materials, 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. <small>(p. 192)</small>
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**Earth and Space Sciences:** Students develop an understanding of the different Earth systems and how they interact with each other. They understand how geological systems change and shape Earth and the evidence that is used to understand these changes. They also understand how weather, climate, and human interactions can impact the environment.

Earth and Space Standards	Crosscutting Concepts & Background Information for Educators
<b>4.E1U1.5</b>	<p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> All Earth processes are the result of energy flowing and matter cycling within and among Earth's systems. This energy originates from the sun and from Earth's interior. Transfers of energy and the movements of matter can cause and physical changes among Earth's materials and living organisms. <small>↳(p. 179-180)</small> Transfers of energy and the movements of matter can cause and physical changes among Earth's materials and living organisms. <b>Waves</b> of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). Earthquakes cause <b>seismic waves</b>, which are waves of motion in Earth's crust. <small>↳(p. 132)</small> Earth's major systems are the <b>geosphere</b> (solid and molten rock, soil, and sediments), the <b>hydrosphere</b> (water and ice), the <b>atmosphere</b> (air), and the <b>biosphere</b> (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The <b>ocean</b> supports a variety of ecosystems and organisms, <b>shapes landforms</b>, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. <b>Rainfall</b> helps 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. Human activities affect Earth's systems and their interactions at its surface. <small>↳(p. 181)</small> Earth has changed over time. Understanding how landforms develop, are <b>weathered</b> (broken down into smaller pieces), and <b>erode</b> (get transported elsewhere) can help infer the history of the current landscape. Local, regional, and global patterns of <b>rock formations</b> reveal changes over time due to Earth forces, such as <b>earthquakes</b>. The presence and location of certain <b>fossil</b> types</p>
<b>4.E1U1.6</b>	
<b>Plan and carry out an investigation</b> to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes.	
<b>4.E1U1.7</b>	
<b>Develop and/or revise a model</b> using various rock types, fossil location, and landforms to show evidence that Earth's surface has changed over time.	
<b>4.E1U1.8</b>	

## Arizona Science Standards

<p><b><u>Collect, analyze, and interpret data</u></b> to explain weather and climate patterns.</p>	indicate the order in which rock layers were formed. <sup>4(p. 178)</sup> <b>Weather</b> is the minute-by-minute to day-by-day variation of the atmosphere's condition on a local scale. Scientists record the patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. <b>Climate</b> describes the ranges of an area's typical weather conditions and the extent to which those conditions vary over years to centuries. <sup>4(p. 188)</sup>
<b>4.E1U3.9</b>	<b>Crosscutting Concepts &amp; Background Information for Educators</b>
<p><b><u>Construct and support an evidence-based argument</u></b> about the availability of water and its impact on life.</p>	<p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; <b>Stability and Change</b><sup>4</sup></p>
<b>4.E1U2.10</b>	<p><b>Background Information:</b> About two-thirds of the surface of the Earth is covered by liquid water, which is essential to life.<sup>2(p. 24)</sup> Water is found almost everywhere on Earth: as <b>vapor</b>; as <b>fog or clouds</b> in the <b>atmosphere</b>; as <b>rain</b> or <b>snow</b> falling from clouds; as ice, snow, and running water on land and in the ocean; and as groundwater beneath the surface. The downhill movement of water as it flows to the ocean shapes the appearance of the land. Nearly all of Earth's available water is in the ocean. Most <b>freshwater</b> is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.<sup>4(p. 185)</sup> A variety of <b>hazards</b> result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions, severe weather, floods, coastal erosion). Humans cannot eliminate natural hazards but can take steps to reduce their impacts.<sup>4(p. 193)</sup></p>

## Arizona Science Standards

**Life Sciences: Students develop an understanding of the diversity of past and present organisms, factors impacting organism diversity, and evidence of change of organisms over time.**

Life Science Standards	Crosscutting Concepts & Background Information for Educators
<p><b>4.L4U1.11</b></p> <p><u>Analyze and interpret</u> environmental <b>data</b> to demonstrate that species either adapt and survive or go extinct over time.</p>	<p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models; Energy and Matter;</b> Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> When the <b>environment changes</b> in ways that affect a place's physical characteristics, <b>temperature</b>, or availability of <b>resources</b>, some <b>organisms survive</b> and <b>reproduce</b>, others move to new locations, yet others move into the transformed environment, and some die. <sup>4(p. 155)</sup> <b>Fossils</b> provide evidence about the types of organisms (both visible and microscopic) that lived long ago and also about the nature of their environments. Fossils can be compared with one another and to living organisms according to their similarities and differences. <sup>4(p. 162)</sup> Changes in an organism's <b>habitat</b> are sometimes <b>beneficial</b> to it and sometimes <b>harmful</b>. For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. <sup>4(p. 165)</sup></p>

## Fifth Grade: Patterns; Scale, Proportion, and Quantity

By the end of fifth grade, students apply their understanding of scale at macro (time and space) and micro (particles of matter) levels to understand patterns and scale across life, earth and space, and physical sciences. Students will develop an understanding of forces, conservation of matter, and that genetic information can be passed down from parent to offspring. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in fifth grade focus on helping students understand phenomena through patterns and scale, proportion and quantity.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences:** Students develop an understanding that changes can occur to matter/objects on Earth or in space, but both energy and matter follow the pattern of being conserved during those changes.

Physical Science Standards	Crosscutting Concepts & Background Information for Educators
<b>5.P1U1.1</b>	<p><b>Crosscutting Concepts:</b>  <b>Patterns</b>, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>      Matter of any type can be subdivided into <b>particles</b> that are too small to see, but even then, the matter still exists and can be detected by other means (e.g., by weighing or by its effects on other objects). For example, 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; the effects of air on larger particles or objects (e.g., leaves in wind, dust suspended in air); and the appearance of visible scale water droplets in condensation, fog, and, by extension, also in clouds or the contrails of a jet. The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish (e.g., sugar in solution, evaporation in a closed container). Measurements of a variety of properties (e.g., hardness, reflectivity) can be used to identify particular 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.)<sup>4(p.108)</sup> When two or more different <b>substances</b> are <b>mixed</b>, a new substance with different <b>properties</b> may be formed; such occurrences depend on the substances and the <b>temperature</b>. No matter what reaction or change in properties occurs, the total <b>weight</b> of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) <sup>4(pp. 110-111)</sup> Other substances simply <b>mix</b> without changing permanently and can often be separated again. At room temperature, some substances are in the <b>solid</b> state, some in the <b>liquid</b> state and some in the <b>gas</b> state. The state of many substances can be changed by <b>heating</b> or <b>cooling</b> them. The amount of matter does not change when a solid <b>melts</b> or a liquid <b>evaporates</b>. <sup>2(p. 20)</sup></p>
<b>5.P1U1.2</b>	<p><b>Plan and carry out investigations</b> to demonstrate that some substances combine to form new substances with different properties and others can be mixed without taking on new properties.</p>

## Arizona Science Standards

5.P2U1.3	Crosscutting Concepts & Background Information for Educators
<p><b><u>Construct an explanation</u></b> using evidence to demonstrate that objects can affect other objects even when they are not touching.</p>	<p><b>Crosscutting Concepts:</b>  <b>Patterns</b>, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  <b>Gravity</b> is the <b>universal attraction</b> between all objects, however large or small, although it is only apparent when one of the objects is very large. This gravitational attraction keeps the planets in <b>orbit</b> around the <b>Sun</b>, the <b>Moon</b> round the <b>Earth</b> and their moons round other planets. On the Earth it results in everything being pulled down towards the center of the Earth. We call this downward attraction the <b>weight</b> of an object.<sup>2(p.21)</sup> <b>Objects</b> in contact exert <b>forces</b> on each other (<b>friction</b>, <b>elastic pushes</b> and <b>pulls</b>). <b>Electric</b>, <b>magnetic</b>, and <b>gravitational forces</b> between a pair of objects do not require that the objects be in contact—for example, magnets push pull at a distance.<sup>4(117)</sup></p>
5.P3U1.4	Crosscutting Concepts & Background Information for Educators
<p><b><u>Obtain, analyze, and communicate evidence</u></b> of the effects that balanced and unbalanced forces have on the motion of objects.</p>	<p><b>Crosscutting Concepts:</b>  <b>Patterns</b>, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  Each <b>force</b> acts on one particular object and has both a <b>strength</b> and a <b>direction</b>. An object at rest typically has multiple forces acting on it, but they <b>add to give zero net force</b> on the object. <b>Forces that do not sum to zero can cause changes in the object's speed or direction of motion.</b> (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) The patterns of an object's motion in various situations can be <b>observed</b> and <b>measured</b>; when past motion exhibits a regular pattern, future motion can be <b>predicted</b> 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.)<sup>4(p. 115)</sup> How quickly an object's motion is changed depends on the <b>force</b> acting and the object's <b>mass</b>. The greater the mass of an object, the longer it takes to speed it up or slow it down, a property of mass described as <b>inertia</b>.<sup>2(p. 22)</sup></p>
5.P3U2.5	
<p><b><u>Define problems</u></b> and <b><u>design solutions</u></b> pertaining to force and motion.</p>	

## Arizona Science Standards

5.P4U1.6	Crosscutting Concepts & Background Information for Educators
<p><b>Analyze and interpret data</b> to determine how and where energy is transferred when objects move.</p>	<p><b>Crosscutting Concepts:</b> <b>Patterns</b>, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> The faster a given object is moving, the more energy it possesses. <b>Energy</b> can be moved from place to place by moving objects or through sound, light, or electric currents. (Boundary: At this grade level, no attempt is made to give a precise or complete definition of energy.)<sup>4</sup>(p. 122) Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be <b>transferred</b> 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. Light also transfers energy from place to place. For example, energy radiated from the sun is transferred to Earth by light. When this light is absorbed, it warms Earth's land, air, and water and facilitates plant growth. 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 (e.g., moving water driving a spinning turbine which generates electric currents). <sup>4</sup>(p. 125)</p>

## Arizona Science Standards

**Earth and Space Sciences:** Students develop an understanding of the how gravitational forces in space cause observable patterns due to the position of Earth, Sun, Moon, and stars.

Earth and Space Standards	Crosscutting Concepts & Background Information for Educators
<b>5.E2U1.7</b>  <u><a href="#">Develop, revise, and use models</a></u> based on evidence to <u><a href="#">construct explanations</a></u> about the movement of the Earth and Moon within our solar system.	<p><b>Crosscutting Concepts:</b>  <b>Patterns</b>, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  The Earth moves round the Sun taking about a year for one orbit. The Moon orbits the Earth taking about four weeks to complete an orbit. The Sun, at the center of the solar system, is the only object in the solar system that is a source of visible light. The Moon reflects light from the Sun and as it moves round the Earth only those parts illuminated by the Sun are seen. The Earth rotates about an <b>axis</b> lying <b>north to south</b> and this motion makes it appear that the Sun, Moon and stars are moving round the Earth. <sup>2(p. 25)</sup>  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 <b>observable patterns</b>. Some objects in the solar system can be seen with the naked eye. Planets in the night sky change positions and are not always visible from Earth as they orbit the sun. Stars appear in patterns called constellations, which can be used for navigation and appear to move together across the sky because of Earth's rotation. <sup>4(p. 176)</sup></p>
<b>5.E2U1.8</b>  <u><a href="#">Obtain, analyze, and communicate evidence</a></u> to support an explanation that the gravitational force of Earth on objects is directed toward the planet's center.	<p><b>Crosscutting Concepts:</b>  <b>Patterns</b>, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  <b>Gravity</b> is the universal attraction between all objects, however large or small, although it is only apparent when one of the objects is very large. On the Earth it results in everything being pulled down towards the center of the Earth. We call this downward attraction the <b>weight</b> of an object. <sup>2(p. 21)</sup> Gravity holds Earth in orbit around the sun, and it holds the moon in orbit around Earth. <sup>4(p. 175)</sup> The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. <sup>4(p. 117)</sup></p>

**Life Sciences:** Students develop an understanding of patterns and how genetic information is passed from generation to generation. They also develop the understanding of how genetic information and environmental features impact the survival of an organism.

Life Science Standards	Crosscutting Concepts & Background Information for Educators
<p><b>5.L3U1.9</b></p> <p><b><u>Obtain, evaluate, and communicate information</u></b> about patterns between the offspring of plants, and the offspring of animals (including humans); <b>construct an explanation</b> of how genetic information is passed from one generation to the next.</p>	<p><b>Crosscutting Concepts:</b>  <b>Patterns</b>, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  Many characteristics of organisms are <b>inherited</b> from their parents. Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.<sup>4(p. 158)</sup> The environment also affects the traits that an organism develops—differences in where they grow or in the food they consume may cause organisms that are related to end up looking or behaving differently.<sup>4(p. 160)</sup> Offspring acquire a mix of traits from their biological parents. Different organisms vary in how they look and function because they have different inherited information. In each kind of organism there is variation in the traits themselves, and different kinds of organisms may have different versions of the trait. The environment also affects the traits that an organism develops—differences in where they grow or in the food they consume may cause organisms that are related to end up looking or behaving differently.<sup>4(p. 160)</sup></p>
<p><b>5.L3U1.10</b></p> <p><b><u>Construct an explanation</u></b> based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.</p>	

## Arizona Science Standards

5.L4U3.11	Crosscutting Concepts & Background Information for Educators
<p><b><u>Obtain, evaluate, and communicate evidence</u></b> about how natural and human-caused changes to habitats or climate can impact populations.</p>	<p><b>Crosscutting Concepts:</b>  <b>Patterns</b>, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  Changes in an organism's <b>habitat</b> are sometimes beneficial to it and sometimes harmful. For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.<sup>4</sup>(p. 165) Scientists have identified and classified many plants and animals. Populations of organisms live in a variety of habitats and change in those habitats affects the organisms living there. Humans, like all other organisms, obtain living and nonliving resources from their environments.<sup>4</sup>(p. 167)</p>
<p><b><u>Construct an argument based on evidence</u></b> that inherited characteristics can be affected by behavior and/or environmental conditions.</p>	<p><b>Crosscutting Concepts:</b>  Patterns, Cause and Effect, <b>Scale, Proportion and Quantity</b>; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  Sometimes the differences in <b>characteristics</b> between individuals of the same <b>species</b> provide advantages in surviving, finding <b>mates</b>, and <b>reproducing</b>.<sup>4</sup>(p. 164) Many characteristics of organisms are inherited from their parents. Other characteristics result from individuals' <b>interactions with the environment</b>, which can range from diet to learning. Many characteristics involve both inheritance and environment.<sup>4</sup>(p. 158)</p>

## Arizona Science Standards

### Distribution of Grades 3-5 Standards

	<p>U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p>	<p>U2: The knowledge produced by science is used in engineering and technologies to create products.</p>	<p>U3: Applications of science often have both positive and negative ethical, social, economic, and political implications.</p>
<b>P1:</b> All matter in the Universe is made of very small particles.	5.P1U1.1 5.P1U1.2		
<b>P2:</b> Objects can affect other objects at a distance.	3.P2U1.1 3.P2U1.2 4.P2U1.3	5.P2U1.3	
<b>P3:</b> Changing the movement of an object requires a net force to be acting on it.	5.P3U1.4	5.P3U2.5	
<b>P4:</b> The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.	3.P4U1.3 4.P4U1.1 4.P4U1.2	5.P4U1.6	4.P4U3.4
<b>E1:</b> The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.	3.E1U1.4 4.E1U1.5 4.E1U1.6	4.E1U1.7 4.E1U1.8	4.E1U2.10 4.E1U3.9
<b>E2:</b> The Earth and our solar system are a very small part of one of many galaxies within the Universe.	5.E2U1.7 5.E2U1.8		
<b>L1:</b> Organisms are organized on a cellular basis and have a finite life span.	3.L1U1.5 3.L1U1.6		
<b>L2:</b> Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.	3.L2U1.7 3.L2U1.8		
<b>L3:</b> Genetic information is passed down from one generation of organisms to another.	5.L3U1.9 5.L3U1.10		
<b>L4:</b> The unity and diversity of organisms, living and extinct, is the result of evolution.	4.L4U1.11		5.L4U3.11 5.L4U3.12

## Grades 6-8 Science Standards

The Grades 6-8 Science Standards are designed to provide opportunities for students to develop an understanding of all thirteen core ideas (see Appendix 3) across the 6-8 grade band. To sufficiently demonstrate knowledge, understanding, and performance of each standard, not every core idea is included in every grade.

Within each grade level, students engage in multiple science and engineering practices as they gather information to answer their questions or solve design problems by reasoning how the data provide evidence to support their understanding, and then communicate their understanding of phenomena in physical, earth and space, and life science (the knowing of science). Students apply their knowledge of the core ideas to understand phenomena, see the impact, or construct technological solutions (using science). The crosscutting concepts support their understanding of patterns, cause and effect relationships, and systems thinking as students make sense of phenomena in the natural and designed worlds. The practices, core ideas, and crosscutting concepts help students develop an understanding of skills and knowledge in order to transfer them from one grade to the next and between content areas.

- In sixth grade, students apply their understanding of the cycling of matter, energy flow, and scale, as it relates to molecules, geosphere, the solar system, and ecosystems.
- In seventh grade, students will investigate the relationship between forces and the changes in motion, how energy transfer impacts geologic and atmospheric processes, and the structure and function of cells.
- In eighth grade, students will describe how cause-and-effect interact with stability and change to influence the natural world.

The organization of the standards within this document does not indicate instructional sequence or importance. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers; these standards can be sequenced, combined, or integrated with other content areas to best meet the local curriculum or student needs (See Appendices 4 and 5). It is suggested to use the metric system for measurement, as most scientific tools utilize the metric system.

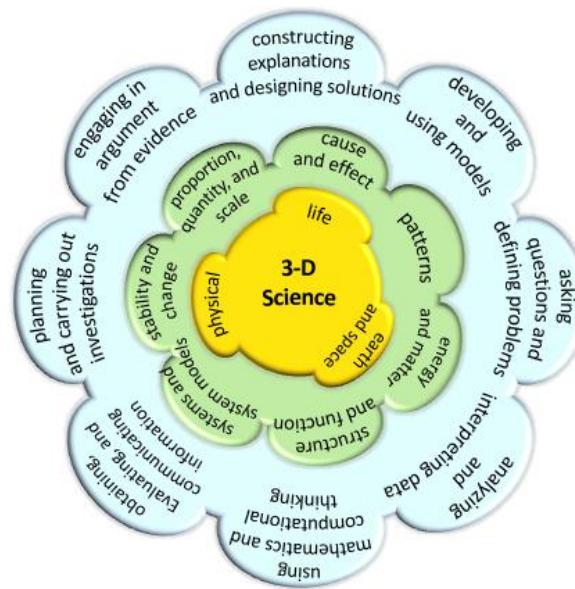


Figure 1: Three Dimensions of Science Instruction

## Sixth Grade: Focus on Patterns; Scale, Proportion, and Quantity; Systems and System Models; Energy and Matter

By the end of sixth grade, students apply their understanding of how matter and energy relate to atoms, the solar system, and ecosystems. Students will develop an understanding of the nature of matter and the role of energy transformation. Students will also deepen their understanding of scales, patterns, and properties of matter, the solar system, and ecosystems. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in sixth grade focus on helping students understand phenomena through patterns; scale, proportion, and quantity; systems and system models; and energy and matter.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences:** Students develop an understanding of forces and energy and how energy can transfer from one object to another or be converted from one form to another. They also develop an understanding of the nature of matter.

Physical Science Standards	Crosscutting Concepts and Background Information for Educators
<b>6.P1U1.1</b>	<p><b>Crosscutting Concepts:</b>  <b>Patterns;</b> Cause and Effect; <b>Scale, Proportion and Quantity;</b> <b>Systems and System Models;</b> <b>Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  If a substance could be divided into smaller and smaller pieces it would be found to be made of very, very small <b>particles</b>, smaller than can be seen even with a <b>microscope</b>. These particles are not in a substance; they are the substance. All the particles of a particular substance are the same and different from those of other substances. The particles are not static but move in random directions. The <b>speed</b> at which they move is experienced as the temperature of the material. The differences between substances in the <b>solid, liquid</b> or <b>gas</b> state can be explained in terms of the speed and range of the movement of particles and the separation and strength of the attraction between neighboring particles. All materials, anywhere in the universe, living and non-living, are made of a very large number of basic 'building blocks' called <b>atoms</b>, of which there are about 100 different kinds. The properties of different materials can be explained in terms of the behavior of the atoms and groups of atoms of which they are made.<sup>2</sup> (p. 20) Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. In a liquid, the molecules are constantly in contact with each other; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and vibrate in position but do not change relative locations. Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (Boundary: Predictions here are qualitative, not quantitative.)<sup>4</sup> (p. 108-109)</p>
<b>6.P1U1.2</b>	
<b>6.P1U1.3</b>	
<b>6.P2U1.4</b>	<p><b>Crosscutting Concepts:</b>  <b>Patterns;</b> Cause and Effect; <b>Scale, Proportion and Quantity;</b> <b>Systems and System Models;</b> <b>Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b></p>

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	<p><b>Gravity</b> is the universal attraction between all objects, however large or small, although it is only apparent when one of the objects is very large. This gravitational attraction keeps the planets in <b>orbit</b> around the <b>Sun</b>, the <b>Moon</b> round the <b>Earth</b> and their moons round other planets. The effect of gravity on an object on the Moon is less than that on Earth because the Moon has less mass than the Earth, so a person on the Moon <b>weighs</b> less than on Earth even though their mass is the same. The pull of the Earth on the Moon keeps it orbiting the Earth while the pull of the Moon on the Earth gives rise to <b>tides</b>. <sup>2 (p. 21)</sup> 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—for example, Earth and the sun. Long-range gravitational interactions govern the evolution and maintenance of large-scale systems in space, such as galaxies or the solar system, and determine the patterns of motion within those structures. Forces that act at a distance (gravitational, electric, and magnetic) can be explained by force fields that extend through space and can be mapped by their effect on a test object (a ball, a charged object, or a magnet, respectively). <sup>4 (p. 118)</sup></p>
<b>6.P4U2.5</b>	<p><b>Crosscutting Concepts and Background Information for Educators</b></p>
<p><b>Analyze</b> how humans use technology to store (potential) and/or use (kinetic) energy.</p>	<p><b>Crosscutting Concepts:</b> <b>Patterns</b>; Cause and Effect; <b>Scale, Proportion and Quantity</b>; <b>Systems and System Models</b>; <b>Energy and Matter</b>; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> Objects can have stored energy (that is, the ability to make things change) either because of their chemical composition (as in fuels and batteries), their movement, their temperature, their position in a gravitational or other field, or because of compression or distortion of an elastic material. Energy can be stored by lifting an object higher above the ground. When it is released and falls, this energy is stored in its motion. When an object is heated it has more energy than when it is cold. An object at a higher temperature heats the surroundings or cooler objects in contact with it until they are all at the same temperature. How quickly this happens depends on the kind of material which is heated and on the materials between them (the extent to which they are thermal insulators or conductors). <sup>2 (p. 23)</sup> The <b>chemicals</b> in the cells of a battery store energy which is released when the battery is connected so that an electric current flows, <b>transferring energy</b> to other components in the circuit and on to the environment. <sup>2 (p. 23)</sup> <b>Motion energy</b> is properly called <b>kinetic energy</b>; it is proportional to the mass of the moving object and grows with the square of its speed. A system of objects may also contain <b>stored (potential) energy</b>, depending on their relative positions. <sup>4 (p. 123)</sup></p>

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**Earth and Space Sciences:** Students develop an understanding of the scale and properties of objects in the solar system and how forces (gravity) and energy cause observable patterns in the Sun-Earth-Moon system.

Earth and Space Standards	Crosscutting Concepts and Background Information for Educators
<b>6.E1U1.6</b> <u><a href="#">Investigate and construct an explanation</a></u> demonstrating that radiation from the Sun provides energy and is absorbed to warm the Earth's surface and atmosphere.	<p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>            The layer of air at the Earth's surface is <b>transparent</b> to most of the <b>radiation</b> coming from the <b>Sun</b>, which passes through. The radiation that is absorbed at its surface is the Earth's external source of energy. The radiation from the Sun absorbed by the Earth warms the surface which then emits radiation of longer <b>wavelength (infrared)</b> that does not pass through the atmosphere but is absorbed by it, keeping the Earth warm. This is called the <b>greenhouse effect</b> because it is similar to the way the inside of a greenhouse is heated by the Sun.<sup>2</sup> (p. 24) Greenhouse gases in the atmosphere absorb and retain the energy radiated from land and ocean surfaces, thereby regulating Earth's average surface temperature and keeping it habitable.<sup>4</sup> (p. 188)</p>
<b>6.E2U1.7</b> Use ratios and proportions to <u><a href="#">analyze and interpret data</a></u> related to scale, properties, and relationships among objects in our solar system.	<p><b>Crosscutting Concepts and Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter;</b> Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>            The <b>Earth</b> rotates about an <b>axis</b> lying north to south and this motion makes it appear that the <b>Sun, Moon</b> and <b>stars</b> are moving round the Earth. This <b>rotation</b> causes day and night as parts of the Earth's surface turn to face towards or away from the Sun. It takes a year for the Earth to pass round the Sun. The Earth's axis is tilted relative to the plane of its orbit around the Sun so that the length of day varies with position on the Earth's surface and time of the year, giving rise to the <b>seasons</b>. The Earth is one of eight (so far known) planets in our solar system which, along with many other smaller bodies, <b>orbit</b> the Sun, in roughly circular paths, at different distances from the Sun and taking different times to complete an orbit. The distances between these bodies are huge – Neptune is 4.5 billion <b>km</b> from the Sun, 30 times further than Earth. As seen from Earth, planets move in relation to the positions of the stars which appear fixed relative to each other.<sup>2</sup> (p. 25) The <b>solar system</b> consists of the sun and a collection of objects, including planets, their moons, and <b>asteroids</b></p>
<b>6.E2U1.8</b> <u><a href="#">Develop and use models</a></u> to explain how constellations and other night sky patterns appear to move due to Earth's rotation and revolution.	

## Arizona Science Standards

<p><b>6.E2U1.9</b></p> <p><b><u>Develop and use models to construct an explanation</u></b> of how eclipses, moon phases, and tides occur within the Sun-Earth-Moon system.</p>	<p>that are held in orbit around the sun by its <b>gravitational pull</b> on them. This model of the solar system can explain <b>tides, eclipses</b> of the sun and the moon, and the motion of the planets in the sky relative to the <b>stars</b>. 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.<sup>4</sup> (p. 176) The pull of the Earth on the Moon keeps it orbiting the Earth while the pull of the Moon on the Earth gives rise to tides. (p. 21) Stars appear in patterns called constellations, which can be used for navigation and appear to move together across the sky because of Earth's rotation. (p. 176)</p>
<p><b>6.E2U1.10</b></p> <p><b><u>Use a model</u></b> to show how the tilt of Earth's axis causes variations in the length of the day and gives rise to seasons.</p>	

### Life Sciences: Students develop an understanding of how energy from the Sun is transferred through ecosystems.

Life Science Standards	Crosscutting Concepts and Background Information for Educators
<p><b>6.L2U3.11</b></p> <p><b><u>Use evidence to construct an argument</u></b> regarding the impact of human activities on the environment and how they positively and negatively affect the competition for energy and resources in ecosystems.</p>	<p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b>  <b>Interdependent organisms</b> living together in particular environmental conditions form an <b>ecosystem</b>. In a stable ecosystem there are <b>producers</b> of food (plants), <b>consumers</b> (animals) and <b>decomposers</b>, (bacteria and fungi which feed on waste products and dead organisms). The decomposers produce materials that help plants to grow, so the molecules in the organisms are constantly re-used. At the same time, <b>energy</b> resources pass through the ecosystem. When <b>food</b> is used by organisms for <b>life processes</b> some energy is <b>dissipated as heat</b> but is replaced in the ecosystem by <b>radiation</b> from the <b>Sun</b> being used to produce plant food. In any given ecosystem there is <b>competition</b> among species for the energy resources and the materials they need to live. The persistence of an ecosystem depends on the continued availability in the environment of these energy resources and materials.<sup>2(p.27)</sup> <b>Organisms</b> and populations of organisms are dependent on their environmental interactions both with other <b>living</b> things and with <b>nonliving</b> factors. Growth of organisms and population increases are limited by access to resources. In any</p>
<p><b>6.L2U3.12</b></p> <p><b><u>Engage in argument from evidence</u></b> to support a claim about the factors that cause species to change and how humans can impact those factors.</p>	

## Arizona Science Standards

<b>6.L2U1.13</b>	ecosystem, organisms and <b>populations</b> with similar requirements for food, water, oxygen, or other <b>resources</b> may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. Similarly, <b>predatory</b> interactions may reduce the number of organisms or eliminate whole populations of organisms. <b>Mutually beneficial</b> interactions, in contrast, may become so interdependent that each organism requires the other for survival. A healthy ecosystem is one in which multiple <b>species</b> of different types are each able to meet their needs in a relatively stable web of life. Newly <b>introduced species</b> can damage the balance of an ecosystem. <sup>4(p. 152)</sup> Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of many other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. <sup>4(p. 196)</sup> Human activity which controls the growth of certain plants and animals changes an ecosystem. <sup>2(p.27)</sup> 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 of its populations. <sup>4(p. 155)</sup>
<b>6.L2U1.14</b>	<b>Construct a model</b> that shows the cycling of matter and flow of energy in ecosystems.

## Seventh Grade: Focus on Patterns; Cause and Effect; Structure and Function

By the end of seventh grade, students will explore how forces cause changes in motion and how energy is transferred in geologic, atmospheric, and environmental processes. Students investigate force and motion in a wide variety of systems, model how heat energy drives cycles in weather and climate and

explain the structure and function of cells. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in seventh grade focus on helping students understand phenomena through patterns, cause and effect, and structure and function.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences:** Students will explore how cause and effect take place within and between a wide variety of force and motion systems from forces on individual objects to the forces that shape our Earth.

Physical Science Standards	Crosscutting Concepts and Background Information for Educators
<b>7.P2U1.1</b>	<p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  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. 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—for example, Earth and the sun. Long-range gravitational interactions govern the evolution and maintenance of large-scale systems in space, such as galaxies or the solar system, and determine the patterns of motion within those structures. Forces that act at a distance (gravitational, electric, and magnetic) can be explained by force fields that extend through space and can be mapped by their effect on a test object (a ball, a charged object, or a magnet, respectively).<sup>4</sup> (pp.117-118) On Earth, it [gravity] results in everything being pulled down towards the center of the Earth. We call this downward attraction the weight of an object. The object pulls the Earth as much as the Earth pulls the object, but because the Earth's mass is much bigger, we observe the resulting motion of the object, not of the Earth.<sup>2(p. 21)</sup> All objects on the Earth are affected by gravitational forces. An object which stays at rest on the surface of the Earth has one or more forces acting on it counter balancing the force of gravity. A book lying on a table does not fall because the atoms in the table are pushing upwards on the book with a force equal to the downward force of gravity. An object floating in a liquid or in air does not move because there is an upward force balancing the downward force of gravity. The upward force is equal to the weight of the fluid displaced so heavy objects can float if they are hollowed out to displace a large weight of water. <sup>2(p. 22)</sup></p>
<b>7.P2U1.2</b>	<p><b>Develop and use a model</b> to predict how forces act on objects at a distance.</p>
<b>7.P3U1.3</b>	<p><b>Plan and carry out an investigation</b> that can support an <b>evidence-based explanation</b> of how objects on Earth are affected by gravitational force.</p>
<b>7.P3U1.4</b>	<p><b>Crosscutting Concepts and Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  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. The motion of an object is determined by the sum of the forces acting on it; if the total</p>

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	force on the object is not zero, its motion will change. The greater the <b>mass</b> 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. Forces on an object can also change its <b>shape or orientation</b> . 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. <sup>4</sup> (pp. 115-116)
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**Earth and Space Sciences: Students develop an understanding of the patterns of energy flow along with matter cycling within and among Earth's systems.**

Earth and Space Standards	Crosscutting Concepts and Background Information for Educators
<b>7.E1U1.5</b> <u><a href="#">Construct a model</a></u> that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere.	<p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  <b>Earth processes</b> are the result of <b>energy</b> 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 <b>chemical and physical changes</b> in Earth's materials and living organisms.<sup>4(p.181)</sup> 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.<sup>4(p.181)</sup> Radioactive decay of material inside the Earth since it was formed is its internal source of energy. Radiation from the Sun provides the energy that enables plants containing chlorophyll to make glucose through the process of photosynthesis.<sup>2(p. 24)</sup> 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. <b>Greenhouse gases</b> in the atmosphere absorb and retain the energy radiated from land and ocean surfaces, thereby regulating Earth's average surface temperature and keeping it habitable.<sup>4(p. 188)</sup></p> <p>Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation as well as downhill flows on land. 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.<sup>4(p.185)</sup></p>
<b>7.E1U1.6</b> <u><a href="#">Construct a model</a></u> to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions.	<p><b>Crosscutting Concepts and Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b></p>

## Arizona Science Standards

	<p><b>Plate tectonics</b> 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 geological history. Plate movements are responsible for most <b>continental</b> and <b>ocean</b> floor features and for the distribution of most <b>rocks</b> and <b>minerals</b> within <b>Earth's crust</b>. Maps of ancient land and water patterns, based on investigations of rocks and <b>fossils</b>, make clear how Earth's plates have moved great distances, collided, and spread apart.<sup>4</sup> (p. 183)</p>
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7.E1U2.7	Crosscutting Concepts and Background Information for Educators
<u>Analyze and interpret data to construct an explanation</u> for how advances in technology has improved weather prediction.	<p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  <b>Weather</b> and <b>climate</b> are influenced by interactions involving <b>sunlight</b>, the <b>ocean</b>, the <b>atmosphere</b>, ice, landforms, and living things. These interactions vary with <b>latitude</b>, <b>altitude</b>, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. Because these patterns are so complex, weather can be predicted only probabilistically.<sup>4</sup>(p. 188) Some natural hazards, are preceded by phenomena that allow for reliable predictions. Mapping the history of natural hazards in a region, combined with an understanding of related geological forces can help forecast the locations and likelihoods of future events.<sup>4</sup>(p. 194)</p>

### Life Sciences: Students develop an understanding of the structure and function of cells.

Life Science Standards	Crosscutting Concepts and Background Information for Educators
7.L1U1.8	<p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p>
<u>Obtain, evaluate, and communicate information</u> to provide evidence that all living things are made of cells, cells come from existing cells, and cells are the basic structural and functional unit of all living things.	<p><b>Background Information:</b>          All living organisms are made of one or more <b>cells</b>, which can be seen only through a microscope. All the basic processes of life are the results of what happens inside cells. Cells divide to replace aging cells and to make more cells in growth and in reproduction. Food is the energy source they need in order to carry out these and other functions. Some cells in <b>multicellular organisms</b>, as well as</p>
7.L1U1.9	

## Arizona Science Standards

<p><b><u>Construct an explanation</u></b> to demonstrate the relationship between major cell structures and cell functions (plant and animal).</p>	<p>carrying out the <b>functions</b> that all cells do, are <b>specialized</b>; for example, muscle, blood and nerve cells carry out specific functions within the organism. Cells are often aggregated into tissues, tissues into organs, and organs into <b>organ systems</b>. In the human body, systems carry out such key functions as respiration, digestion, elimination of waste and temperature control. The circulatory system takes material needed by cells to all parts of the body and removes soluble waste to the urinary system. Stem cells, which are not specialized, are capable of repairing tissues by being programmed for different functions. Cells function best in certain conditions. Both single cell and multi-cellular organisms have mechanisms to maintain temperature and acidity within certain limits that enable the organism to survive.<sup>2</sup> (p. 26) Life is the quality that distinguishes living things - composed of living cells, from nonliving objects or those that have died. While a simple definition of life can be difficult to capture, all living things - that is to say all organisms - can be characterized by common aspects of their structure and functioning.<sup>4</sup> (p.143) Organisms are complex, organized and built on a hierarchical structure, with each level providing the foundation for the next, from the chemical foundation of elements and atoms, to cells and systems of individual organisms to species and populations living and interacting in complex ecosystems. Organisms range in composition from a <b>single cell</b> (unicellular microorganisms) to multicellular organisms, in which different groups of large number of cells work together to form <b>systems of tissues and organs</b> (e.g. circulatory, respiratory, nervous, musculoskeletal), that are specialized for particular functions. Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (Boundary: At this grade level, only a few major cell structures should be introduced.)<sup>4</sup> (p. 144) Organisms respond to <b>stimuli</b> from their environment and actively maintain their internal environment through <b>homeostasis</b>.<sup>4</sup> (p. 143)</p>
<p><b>7.L1U1.10</b></p>	
<p><b><u>Develop and use a model</u></b> to explain how cells, tissues, and organ systems maintain life (animals).</p>	
<p><b>7.L1U1.11</b></p>	
<p><b><u>Construct an explanation</u></b> for how organisms maintain internal stability and evaluate the effect of the external factors on organisms' internal stability.</p>	
<p><b>7.L2U1.12</b></p>	<p><b>Crosscutting Concepts and Background Information for Educators</b></p>
<p><b><u>Construct an explanation</u></b> for how some plant cells convert light energy into food energy.</p>	<p><b>Crosscutting Concepts:</b>  <b>Patterns; Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; <b>Structure and Function;</b> Stability and Change<sup>4</sup></p> <p><b>Background Information:</b>  In most cases, the energy needed for life is ultimately derived from the sun through <b>photosynthesis</b> (although in some ecologically important cases, energy is derived from reactions involving inorganic chemicals in the absence of sunlight e.g. chemosynthesis). Plants, algae (including phytoplankton), and other energy-fixing microorganisms use sunlight, water and carbon dioxide to facilitate photosynthesis, which stores energy, forms plant matter, releases oxygen, and maintains plants' activities.<sup>4</sup>(p. 147-148)</p>

## **Eighth Grade: Focus on Cause and Effect; Energy and Matter; Stability and Change**

By the end of eighth grade, students will describe how stability and change and the process of cause and effect influence changes in the natural world. Students will apply energy principles to chemical reactions, explore changes within Earth and understand how genetic information is passed down to produce variation among the populations. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in eighth-grade focus on helping students understand phenomena through cause and effect, energy and matter, and stability and change.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Arizona Science Standards

**Physical Sciences: Students apply stability and change to explore chemical properties of matter and chemical reactions to further understand energy and matter.**

Physical Science Standards	Crosscutting Concepts and Background Information for Educators
<b>8.P1U1.1</b>	<p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> All materials, anywhere in the universe, living and non-living, are made of a very large numbers of basic 'building blocks' called <b>atoms</b>, of which there are about 100 different kinds. <b>Substances</b> made of only one kind of atom are called <b>elements</b>. Atoms of different elements can combine together to form a very large number of <b>compounds</b>. A <b>chemical reaction</b> involves a rearrangement of the atoms in the reacting substances to form new substances, while the total amount of matter remains the same. The properties of different materials can be explained in terms of the behavior of the atoms and groups of atoms of which they are made.<sup>2</sup> (p. 20) Pure substances are made from a single type of atom or molecule; each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. All substances are made from some 100 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.<sup>4</sup> (p. 108) 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. The total number of each type of atom is conserved, and thus the mass does not change. Some chemical reactions release energy, others store energy.<sup>4</sup> (p. 111)</p>
<b>8.P1U1.2</b>	<p><b>Obtain and evaluate information</b> regarding how scientists identify substances based on unique physical and chemical properties.</p>
<b>8.P4U1.3</b>	<p><b>Crosscutting Concepts and Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> The total change of energy in any system is always equal to the total energy transferred into or out of the system. This is called conservation of energy. Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.<sup>4</sup> (p. 124) When the motion energy of an object changes, there is inevitably some other change in energy at the same time. For example, the friction that causes a moving object to stop also results in an increase in the thermal energy in both surfaces; eventually heat energy is transferred to the surrounding environment as the surfaces cool. Similarly, to make an</p>
<b>8.P4U1.4</b>	<p><b>Develop and use mathematical models</b> to explain wave characteristics and interactions.</p>
<b>8.P4U2.5</b>	

## Arizona Science Standards

**Develop a solution** to increase efficiency when transferring energy from one source to another.

object start moving or to keep it moving when friction forces transfer energy away from it, energy must be provided from, say, chemical (e.g., burning fuel) or electrical (e.g., an electric motor and a battery) processes.

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. Energy is transferred out of hotter regions or objects and into colder ones by the processes of conduction, convection, and radiation.<sup>4(p. 125-126)</sup> Objects can have stored energy (that is, the ability to make things change) either because of their chemical composition (as in fuels and batteries), their movement, their temperature, their position in a gravitational or other field, or because of compression or distortion of an elastic material.<sup>2(p. 23)</sup> **Energy** can be stored by lifting an object higher above the ground. When it is released and falls, this energy is stored in its **motion**. When an object is heated it has more energy than when it is cold. An object at a higher temperature heats the surroundings or cooler objects in contact with it until they are all at the same temperature. How quickly this happens depends on the kind of material which is heated and on the materials between them (the extent to which they are **thermal insulators** or **conductors**). The chemicals in the cells of a **battery** store energy which is released when the battery is connected so that an **electric current** flows, **transferring energy** to other components in the **circuit** and on to the environment. Energy can be transferred by **radiation**, as sound in air or light in air or a **vacuum**. Many processes and phenomena are described in terms of **energy exchanges**, from the growth of plants to the weather. The transfer of energy in making things happen almost always results in some energy being shared more widely, heating more **atoms** and **molecules** and spreading out by conduction or radiation. The process cannot be reversed and the energy of the random movement of particles cannot as easily be used. Thus, some energy is **dissipated**.<sup>2(p. 23)</sup> A simple wave has a repeating pattern with a specific **wavelength, frequency, and amplitude**.<sup>4(p. 132)</sup> 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. 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. Lenses and prisms are applications of this effect. A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media (prisms). However, because light can travel through space, it cannot be a matter wave, like sound or water waves.<sup>4(p. 135)</sup>

## Arizona Science Standards

### **Earth and Space Sciences: Students explore natural and human-induced cause-and-effect changes in Earth systems over time.**

Earth and Space Standards	Crosscutting Concepts and Background Information for Educators
<b>8.E1U1.6</b>	<p><b>Crosscutting Concepts:</b>  <b>Patterns;</b> <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; <b>Energy and Matter;</b> Structure and Function; <b>Stability and Change</b><sup>4</sup></p>
<u>Analyze and interpret data</u> about the Earth's geological column to <u>communicate</u> relative ages of rock layers and fossils.	<p><b>Background Information:</b>            The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analysis of rock strata and the fossil record provide only relative dates, not an absolute scale. <sup>4</sup>(p. 178) <b>Plate tectonics</b> 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 geological history. Plate movements are responsible for most <b>continental</b> and <b>ocean floor features</b> and for the distribution of most <b>rocks</b> and <b>minerals</b> within Earth's <b>crust</b>. 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. <sup>4</sup>(p. 183) Some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions. Others, such as earthquakes, occur suddenly and with no notice, and thus they are not yet predictable. However, mapping the history of natural hazards in a region, combined with an understanding of related geological forces can help forecast the locations and likelihoods of future events. <sup>4</sup>(p. 194) Human activities have significantly altered the <b>biosphere</b>, sometimes damaging or destroying natural <b>habitats</b> and causing <b>extinction</b> of many other species. But changes to Earth's environment can have different impacts (negative and positive) for different living things. Typically, as human populations and <b>per-capita consumption</b> of <b>natural resources</b> increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. <sup>4</sup>(p. 196)</p>
<b>8.E1U3.7</b>	<u>Obtain, evaluate, and communicate</u> information about data and historical patterns to predict natural hazards and other geological events.
<b>8.E1U3.8</b>	<u>Construct and support an argument</u> about how human consumption of limited resources impacts the biosphere.

## Arizona Science Standards

**Life Sciences: Students develop an understanding of patterns and how genetic information is passed from generation to generation. They also develop the understanding of how traits within populations change over time.**

Life Science Standards	Crosscutting Concepts and Background Information for Educators
<b>8.L3U1.9</b>	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; <b>Energy and Matter;</b> Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p><b>Background Information:</b> <b>Genes</b> are located in the <b>chromosomes</b> of <b>cells</b>, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of a specific <b>protein</b>, which in turn affects the <b>traits</b> of the individual (e.g., human skin color results from the actions of proteins that control the production of the pigment melanin). Changes (<b>mutations</b>) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. <b>Sexual reproduction</b> provides for transmission of genetic information to offspring through <b>egg</b> and <b>sperm cells</b>. These cells, which contain only one chromosome of each parent's chromosome pair, unite to form a new individual (offspring). Thus offspring possess one instance of each parent's chromosome pair (forming a new chromosome pair). Variations of <b>inherited traits</b> between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited or (more rarely) from mutations. (Boundary: The stress here is on the impact of gene transmission in reproduction, not the mechanism.) <sup>4</sup>(pp. 158-159) 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 <b>alleles</b> of each gene, one acquired from each parent. These versions may be identical or may differ from each other. 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 <b>beneficial, others harmful, and some neutral to the organism.</b> <sup>4</sup>(p. 160)</p> <p>Genetic variations among individuals in a population give some individuals an advantage in surviving and reproducing in their environment. This is known as natural selection. It leads to the predominance of certain traits in a population and the suppression of others. In <b>artificial selection</b>, 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. <sup>4</sup>(p. 164) The sorting and recombining of genetic material when egg and sperm cells are formed and then fuse results in an immense variety of possible combinations of genes, and in differences that can be inherited from one generation to another. These provide the potential for natural selection as a result of some variations making organisms better adapted to certain environmental conditions. <sup>2</sup>(p. 28)</p>
<b>8.L3U3.10</b>	<p><b>Communicate</b> how advancements in technology have furthered the field of genetic research and use <b>evidence to support an argument</b> about the positive and negative effects of genetic research on human lives.</p>

## Arizona Science Standards

8.L4U1.11	Crosscutting Concepts and Background Information for Educators
<p><b><u>Develop and use a model</u></b> to explain how natural selection may lead to increases and decreases of specific traits in populations over time.</p>	<p><b>Crosscutting Concepts:</b> Patterns; <b>Cause and Effect;</b> Scale, Proportion and Quantity; Systems and System Models; <b>Energy and Matter;</b> Structure and Function; <b>Stability and Change</b><sup>4</sup></p>
<p><b><u>Gather and communicate evidence</u></b> on how the process of natural selection provides an explanation of how new species can evolve.</p>	<p><b>Background Information:</b> Genetic variations among individuals in a population give some individuals an advantage in surviving and reproducing in their environment. This is known as <b>natural selection</b>. It leads to the predominance of certain traits in a population and the suppression of others. In <b>artificial selection</b>, 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.<sup>4</sup> (p. 164) <b>Adaptation</b> 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. In separated populations with different conditions, the changes can be large enough that the populations, provided they remain separated (a process called reproductive isolation), evolve to become separate species.<sup>4</sup> (p. 165) Biodiversity is the wide range of existing life forms that have adapted to the variety of conditions on Earth, from terrestrial to marine ecosystems. Biodiversity includes genetic variation within a species, in addition to species variation in different habitats and ecosystem types (e.g., forests, grasslands, wetlands). 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.<sup>4</sup> (p. 167) Plant species have <b>adaptations</b> to obtain the water, light, minerals and space they need to grow and reproduce in particular locations characterized by climatic, geological and hydrological conditions.<sup>2</sup> (p. 27) The sorting and recombining of genetic material when egg and sperm cells are formed and then fuse results in an immense variety of possible combinations of genes, and in differences that can be inherited from one generation to another. These provide the potential for <b>natural selection</b> as a result of some variations making organisms better adapted to certain environmental conditions.<sup>2</sup> (p. 28)</p>

## Arizona Science Standards

<b>Distribution of the Grades 6-8 Standards</b>	U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.	U2: The knowledge produced by science is used in engineering and technologies to create products.	U3: Applications of science often have both positive and negative ethical, social, economic, and political implications.
<b>P1:</b> All matter in the Universe is made of very small particles.	6.P1U1.1    8.P1U1.1 6.P1U1.2    8.P1U1.2 6.P1U1.3		
<b>P2:</b> Objects can affect other objects at a distance.	6.P2U1.4    7.P2U1.2 7.P2U1.1		
<b>P3:</b> Changing the movement of an object requires a net force to be acting on it.	7.P3U1.3 7.P3U1.4		
<b>P4:</b> The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.	8.P4U1.3 8.P4U1.4	6.P4U2.5 8.P4U2.5	
<b>E1:</b> The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.	6.E1U1.6    7.E1U1.6 7.E1U1.5    8.E1U1.6	7.E1U2.7	8.E1U3.7 8.E1U3.8
<b>E2:</b> The Earth and our solar system are a very small part of one of many galaxies within the Universe.	6.E2U1.7    6.E2U1.9 6.E2U1.8    6.E2U1.10		
<b>L1:</b> Organisms are organized on a cellular basis and have a finite life span.	7.L1U1.8    7.L1U1.10 7.L1U1.9    7.L1U1.11		
<b>L2:</b> Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.	6.L2U1.13    7.L2U1.12 6.L2U1.14		6.L2U3.11 6.L2U3.12
<b>L3:</b> Genetic information is passed down from one generation of organisms to another.	8.L3U1.9		8.L3U3.10
<b>L4:</b> The unity and diversity of organisms, living and extinct, is the result of evolution.	8.L4U1.11 8.L4U1.12		

## High School Science Standards

In Arizona, students are required to take 3 credits of high school science to meet graduation requirements, but there is no mandatory course sequence across the state. Because of this, the high school standards are written at two levels: essential and plus.

- All high school essential standards (HS) should be learned by every high school student regardless of the 3-credit course sequence they take. The full set of high school (HS) essential standards should be taught over that 3-year period. Essential High School Science Standards are designed to provide opportunities for students to develop understanding of all 14 core ideas (see page 4) across three credits of high school science.
- The High School Plus (HS+) standards are designed to enhance the rigor of general science courses by extending the essential standards within chemistry (HS+C), physics (HS+Phy), earth and space sciences (HS+E), or biology (HS+B) to prepare students for entry level college courses.

Throughout grades K through 8, students are engaged in multiple science and engineering practices as they gather information to answer their questions or solve design problems, reason about how the data provide evidence to support their understanding, and then communicate their understanding of phenomena in physical, earth and space, and life science (knowing science). The High School standards continue this pattern, and educators should seek ways to integrate the science and engineering practices, as students apply their knowledge of core ideas to understand how scientists continue to build an understanding of phenomena and see how people are impacted by natural phenomena or to construct solutions (using science). The crosscutting concepts support their understanding of patterns, cause and effect relationships, and systems thinking as students make sense of phenomena in the natural and designed worlds. In all disciplines, educators should incorporate scientific measurement skills appropriate to that discipline such as the international system of units, scientific notation, conversion factors, and significant figures, as well as the importance of scientific research and peer review. It is suggested to use the metric system for measurement, as most scientific tools utilize the metric system. The organization of the standards within this document does not indicate instructional sequence or importance. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers; these standards can be sequenced, combined, or integrated with other content areas to best meet the local curriculum or student needs (See Appendices [4](#) and [5](#)). Suggestions for learning progressions, key terms, crosscutting concepts, and connections to other content area standards are included to assist teachers when implementing the Science Standards and are not intended to be the minimum or maximum content limits.

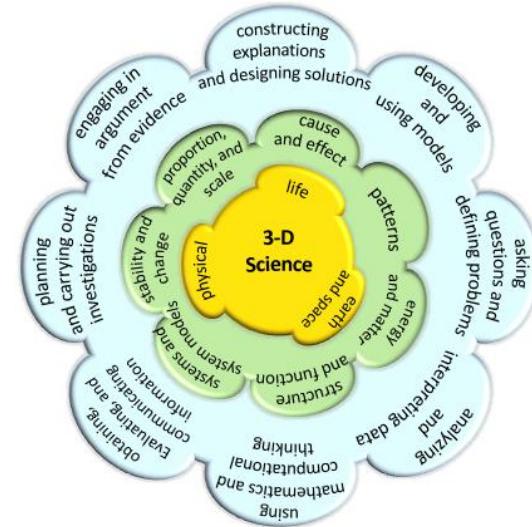


Figure 1: Three Dimensions of Science Instruction

## High School Physical Sciences

Physical science encompasses physical and chemical sub-processes that occur within systems. At the high school level, students gain an understanding of these processes at both the micro and macro levels through the intensive study of matter, energy, and forces.<sup>4</sup> Students are expected to apply these concepts to real-world phenomena to gain a deeper understanding of causes, effects, and solutions for physical processes in the real world. The essential standards are those that every high school student is expected to know and understand. Plus standards in chemistry and physics are designed to extend the concepts learned in the essential standards to prepare students for entry level college courses. It is suggested to use the metric system within measurement.

**Note:**

- The standard number is designed for recording purposes and does not imply instructional sequence or importance.
- In all disciplines, educators should incorporate scientific measurement skills appropriate to that discipline.

<b>Core Ideas for Knowing Science*</b>		<b>Core Ideas for Using Science*</b>
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Chemistry – P1: All matter in the Universe is made of very small particles.

### Structures and Properties of Matter

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.P1U1.1

Develop and use models to explain the relationship of the structure of atoms to patterns and properties observed within the Periodic Table and describe how these models are revised with new evidence.

Physical Science Plus (+) Standards HS+C are supporting standards designed to be used with the essential standards for students taking a high school chemistry (C) course.

#### Plus HS+C.P1U1.1

Develop and use models to demonstrate how changes in the number of subatomic particles (protons, neutrons, electrons) affect the identity, stability, and properties of the element.

#### Plus HS+C.P1U1.2

Obtain, evaluate, and communicate the qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation.

#### Plus HS+C.P1U1.3

Analyze and interpret data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.

### Crosscutting Concepts & Background Information for Educators

#### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

#### Background Information:

Each atom has a charged substructure consisting of a **nucleus**, which is made of **protons** and **neutrons**, surrounded by **electrons**. 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**. The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. **Stable** forms of matter are those in which the electric and magnetic field energy is minimized.<sup>4</sup> (p. 109) Atoms of each element emit and absorb characteristic frequencies of light, and nuclear transitions have distinctive gamma ray wavelengths. These characteristics allow identification of the presence of an element, even in microscopic quantities.<sup>4</sup> (p. 136)

## Chemistry – P1: All matter in the Universe is made of very small particles.

### Chemical Reactions

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.P1U1.2

Develop and use models for the transfer or sharing of electrons to predict the formation of ions, molecules, and compounds in both natural and synthetic processes.

#### Essential HS.P1U1.3

Ask questions, plan, and carry out investigations to explore the cause and effect relationship between reaction rate factors.

Physical Science Plus (+) Standards HS+C are supporting standards designed to be used with the essential standards for students taking a high school chemistry (C) course.

#### Plus HS+C.P1U1.4

Develop and use models to predict and explain forces within and between molecules.

#### Plus HS+C.P1U1.5

Plan and carry out investigations to test predictions of the outcomes of various reactions, based on patterns of physical and chemical properties.

#### Plus HS+C.P1U1.6

Construct an explanation, design a solution, or refine the design of a chemical system in equilibrium to maximize production.

#### Plus HS+C.P1U1.7

Use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.

### Crosscutting Concepts & Background Information for Educators

#### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

#### Background Information:

Atoms themselves have an internal structure, consisting of a heavy nucleus, made of protons and neutrons, surrounded by light electrons. The electrons and protons have electric charge – that of an electron being called negative and that of a proton called positive. Atoms are neutral, charges balancing exactly. Electrons move rapidly in matter, forming electric currents and causing magnetic forces. Their net effect is a force of attraction holding atoms and molecules together in compounds. When some electrons are removed or added, the atoms are left with a positive or negative charge and are called ions.<sup>2(p. 20)</sup> 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. The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. Stable forms of matter are those in which the electric and magnetic field energy is minimized. A stable molecule has less energy, by an amount known as the binding energy, than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.<sup>4(p. 239)</sup>

**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, that are matched by changes in **kinetic energy**. 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. 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. <sup>4</sup> (p. 111)
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## **Chemistry – P1: All matter in the Universe is made of very small particles.**

### **Nuclear Processes and Applications of Chemistry**

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### **Essential HS.P1U3.4**

Obtain, evaluate, and communicate information about how the use of chemistry related technologies have had positive and negative ethical, social, economic, and/or political implications.

Physical Science Plus (+) Standards HS+C are supporting standards designed to be used with the essential standards for students taking a high school chemistry (C) course.

#### **Plus HS+C.P1U3.8**

Engage in argument from evidence regarding the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.

#### **Crosscutting Concepts & Background Information for Educators**

##### **Crosscutting Concepts:**

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### **Background Information:**

Scientific understanding can help to identify implications of certain applications but decisions about whether certain actions should be taken will require **ethical and moral judgements** which are not provided by knowledge of science. There is an important difference between the understanding that science provides about, for example, the need to preserve biodiversity, the factors leading to climate change and the adverse effects of harmful substances and lifestyles, and the actions that may or may not be taken in relation to these issues. Opinions may vary about what action to take but arguments based on scientific evidence should not be a matter of opinion. <sup>2</sup> (p. 33) Nuclear processes, including fusion, fission, and radio-active decays of unstable nuclei, involve changes in nuclear binding energies. The total number of neutrons plus

## Arizona Science Standards

	protons does not change in any <b>nuclear process</b> . Strong and weak nuclear interactions determine nuclear stability and processes. Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials from the isotope ratios present. <sup>4</sup> (p. 113)
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### Physics – P2: Objects can affect other objects at a distance.

#### Motion & Stability – Forces & Interactions

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

##### Essential HS.P2U1.5

[Construct an explanation](#) for a field's strength and influence on an object (electric, gravitational, magnetic).

Physical Science Plus (+) Standards HS+P are supporting standards designed to be used with the essential standards for students taking a high school physics (P) course.

##### Crosscutting Concepts & Background Information for Educators

###### [Crosscutting Concepts:](#)

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

**Plus HS+Phy.P2U1.1**

Plan and carry out investigations to design, build, and refine a device that works within given constraints to demonstrate that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

**Background Information:**

**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. Forces at a distance are explained by fields permeating space that can transfer energy through space. **Magnets** or changing electric fields cause **magnetic fields**; **electric charges** or changing magnetic fields cause **electric fields**.<sup>4</sup>(p. 118)

Some cases of action at a distance are not explained in terms of radiation from a source to a receiver. A magnet, for example, can attract or repel another magnet and both play equal parts. Similarly, the attraction and repulsion between electric charges is reciprocal. The idea of a field is useful for thinking about such situations. A field is the region of the object's influence around it, the strength of the field decreasing with distance from the object. Another object entering this field experiences an effect – attraction or repulsion. Gravity, electric and magnetic interactions can be described in terms of fields.<sup>2</sup>(p. 21)

## Physics – P3: Changing the movement of an object requires a net force to be acting on it.

### Motion & Stability – Forces & Interactions

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

**Essential HS.P3U1.6**

Collect, analyze, and interpret data regarding the change in motion of an object or system in one dimension, to construct an explanation using Newton's Laws.

Physical Science Plus (+) Standards HS+P are supporting standards designed to be used with the essential standards for students taking a high school physics (P) course.

**Plus HS+Phy.P3U1.2**

**Crosscutting Concepts & Background Information for Educators**

**Crosscutting Concepts:**

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

**Background Information:**

Interactions between any two objects can cause changes in one or both of them. An understanding of the forces between objects is important for describing how their motions change, as well as for predicting stability or instability in systems

## Arizona Science Standards

<p><b>Develop and use</b> mathematical <b>models</b> of Newton's law of gravitation and Coulomb's law to describe and predict the gravitational and electrostatic forces between objects.</p>	<p>at any scale.<sup>4(p. 113)</sup> <b>Newton's second law</b> accurately predicts changes in the motion of macroscopic objects, but it requires revision for subatomic scales or for speeds close to the speed of light. <b>Momentum</b> is defined for a particular frame of reference; it is the <b>mass</b> times the <b>velocity</b> of the object. In any system, total momentum is always <b>conserved</b>. 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.<sup>4 (p. 116)</sup> The application of science in making new materials is an example of how scientific knowledge has led advances in technology and provided engineers with a wider choice in designing constructions. At the same time technological advances have helped scientific developments by improving instruments for observation and measuring, automating processes that might otherwise be too dangerous or time consuming to undertake, and particularly through the provision of computers. Thus, <b>technology aids scientific advances</b> which in turn can be used in <b>designing and making things for people to use</b>. <sup>2 (p. 32)</sup> When opposing forces acting on a solid object are not in the same line, they act to turn or twist the object. The turning effect of a force depends on its distance from the axis about which it turns. The further the distance from the turning point the less force is needed but the further it has to move. This has many applications in tools and machines where a small force acting over a large distance is used to produce a large force acting over a small distance. <sup>2 (p. 22)</sup></p>
<p><b>Plus HS+Phy.P3U1.3</b> <b>Develop</b> a mathematical <b>model</b>, using Newton's laws, to predict the motion of an object or system in two dimensions (projectile and circular motion).</p>	
<p><b>Plus HS+Phy.P3U1.4</b> <b>Engage in argument from evidence</b> regarding the claim that the total momentum of a system is conserved when there is no net force on the system.</p>	
<p><b>Essential HS.P3U2.7</b> <b>Use mathematics and computational thinking</b> to explain how Newton's laws are used in engineering and technologies to create products to serve human ends.</p>	
<p><b>Plus HS+Phy.P3U2.5</b> <b>Design, evaluate, and refine a device</b> that minimizes or maximizes the force on a macroscopic object during a collision.</p>	

## Physics – P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

### Energy & Waves

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.P4U1.8

**Engage in argument from evidence** that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings.

#### Crosscutting Concepts & Background Information for Educators

##### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### Background Information:

## Arizona Science Standards

<p><u>Engage in argument from evidence</u> regarding the ethical, social, economic, and/or political benefits and liabilities of energy usage and transfer.</p>	
<p>Physical Science Plus (+) Standards HS+P are supporting standards designed to be used with the essential standards for students taking a high school physics (P) course.</p>	<p>Energy is a quantitative property of a system that depends on the <b>motion</b> and interactions of <b>matter</b> and <b>radiation</b> within that system. That there is a single quantity called energy is due to the fact that a system's total energy is <b>conserved</b>, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. At the macroscopic scale, energy manifests itself in multiple ways, such as in <b>motion</b>, <b>sound</b>, <b>light</b>, and <b>thermal energy</b>. "Mechanical energy" generally refers to some combination of motion and stored energy in an operating machine. "Chemical energy" generally is used to mean the energy that can be released or stored in chemical processes, and "electrical energy" may mean energy stored in a <b>battery</b> or energy transmitted by <b>electric currents</b>. Historically, different <b>units</b> and names were used for the energy present in these different phenomena, and it took some time before the relationships between them were recognized.<sup>4</sup>(p. 123) <b>Conservation</b> 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. Energy cannot be created or destroyed, but it can be transported from one place to another and <b>transferred</b> between systems. 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. The availability of energy limits what can occur in any system.<sup>4</sup>(p. 126) Across the world, the demand for energy increases as human populations grow and because modern lifestyles require more energy, particularly in the convenient form of electrical energy. Fossil fuels, frequently used in power stations and generators, are a limited resource and their combustion contributes to global warming and climate change. Therefore, other ways of generating electricity have to be sought, whilst reducing demand and improving the efficiency of the processes in which we use it. <sup>2</sup>(p. 23)</p>
<p><b>Plus HS+Phy.P4U1.6</b> <u>Analyze and interpret data</u> to quantitatively describe changes in energy within a system and/or energy flows in and out of a system.</p>	
<p><b>Plus HS+Phy.P4U2.7</b> <u>Design, evaluate, and refine</u> a device that works within given constraints to transfer energy within a system.</p>	
<p><b>Plus HS+Phy.P4U1.8</b> <u>Use mathematics and computational thinking</u> to explain the relationships between power, current, voltage, and resistance.</p>	
<p><b>Essential HS.P4U1.10</b> <u>Construct an explanation</u> about the relationships among the frequency, wavelength, and speed of waves traveling in various media, and their applications to modern technology.</p>	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p> <p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p> <p><b>Background Information:</b> The <b>wavelength</b> and <b>frequency</b> of a wave are related to one another by the <b>speed</b> of travel of the wave, which depends on the type of wave and the <b>medium</b> through which it is passing. The <b>reflection, refraction, and transmission</b> of waves at an interface between two media can be modeled on the basis of these properties. Combining waves of different frequencies can make a wide variety of patterns and thereby encode and transmit information. 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. <b>Resonance</b> is a phenomenon in</p>

## Arizona Science Standards

which waves add up in phase in a structure, growing in **amplitude** due to energy input near the natural vibration frequency. Structures have particular frequencies at which they resonate. This phenomenon (e.g., waves in a stretched string, vibrating air in a pipe) is used in speech and in the design of all musical instruments.<sup>4</sup> (p. 132-133) All electromagnetic radiation travels through a vacuum at the same speed, called the speed of light. Its speed in any other given medium depends on its wavelength and the properties of that medium.<sup>4</sup> (p. 134) 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. Photovoltaic materials emit electrons when they absorb light of a high-enough frequency.<sup>4</sup> (p. 136) 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. Knowledge of quantum physics enabled the development of semiconductors, computer chips, and lasers, all of which are now essential components of modern imaging, communications, and information technologies. (Boundary: Details of quantum physics are not formally taught at this grade level.)<sup>4</sup> (p. 137)

## High School Earth and Space Sciences

Earth and space science encompass processes that occur on Earth while also addressing Earth's place within our solar system and galaxy. At the high school level, students gain an understanding of these processes through a wide scale: unimaginably large to invisibly small.<sup>1</sup> Earth and Space Sciences, more than any other discipline, are rooted in other scientific disciplines. Students, through the close study of earth and space, will find clear applications for their knowledge of gravitation, energy, magnetics, cycles, and biological processes. Educators should use the "connections" designations within these standards to assist students in making connections between scientific disciplines. Additionally, students are expected to apply these concepts to real-world phenomena to gain a deeper understanding of causes, effects, and solutions for physical processes in the real world. The essential standards are those that every high school student is expected to know and understand. Plus standards in Earth and Space Science are designed to extend the concepts learned in the essential standards to prepare students for entry level college courses.

**Note:**

- The standard number is designed for recording purposes and does not imply instructional sequence or importance.
- In all disciplines, educators should incorporate scientific measurement skills appropriate to that discipline.

Core Ideas for Knowing Science*		Core Ideas for Using Science*
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Earth and Space – E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth’s surface and its climate.

### Weather & Climate

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.E1U1.11

Analyze and interpret data to determine how energy from the Sun affects weather patterns and climate.

Earth and space Plus (+) Standards HS+E are supporting standards designed to be used with the essential standards for students taking a high school earth and space (E) course.

#### Plus HS+E.E1U1.1

Construct an explanation based on evidence for how the Sun’s energy transfers between Earth’s systems.

#### Plus HS+E.E1U1.2

Develop and use models to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.

#### Plus HS+E.E1U1.3

Analyze geoscience **data** and the results from global climate models to make evidence-based predictions of current rate and scale of global or regional climate changes.

#### Crosscutting Concepts & Background Information for Educators

##### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### Background Information:

**Weather**, which varies from day to day and seasonally throughout the year, is the condition of the atmosphere at a given place and time. **Climate** is longer term and location sensitive; it is the range of a region’s weather over 1 year or many years, and, because it depends on latitude and geography, it varies from place to place.<sup>4 (186)</sup> The foundation for Earth’s global climate system 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 reradiation into space. **Climate change** can occur when certain parts of Earth’s systems are altered. **Geological evidence** indicates that past climate changes were either sudden changes caused by **alterations in the atmosphere; longer term changes** (e.g., ice ages) due to variations in solar output, Earth’s orbit, or the orientation of its axis; or even **more gradual atmospheric changes** due to plants and other organisms that captured carbon dioxide and released oxygen. The time scales of these changes varied from a few to millions of years.<sup>4 (188)</sup>

## Earth and Space – E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth’s surface and its climate.

### Roles of Water in Earth’s Surface Processes

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.E1U1.12

Develop and use models of the Earth that explains the role of energy and matter in Earth’s constantly changing internal and external systems (geosphere, hydrosphere, atmosphere, biosphere).

Earth and space Plus (+) Standards HS+E are supporting standards designed to be used with the essential standards for students taking a high school earth and space (E) course.

#### Plus HS+E.E1U1.4

Analyze and interpret geoscience **data** to make the claim that dynamic interactions with Earth’s surface can create feedbacks that cause changes to other Earth systems.

#### Plus HS+E.E1U1.5

Obtain, evaluate, and communicate information on the effect of water on Earth’s materials, surface processes, and groundwater systems.

#### Crosscutting Concepts & Background Information for Educators

##### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### Background Information:

Earth’s systems, being dynamic and interacting, cause **feedback effects** that can increase or decrease the original changes. A deep knowledge of how feedbacks work within and among Earth’s systems is still lacking, thus limiting scientists’ ability to predict some changes and their impacts. 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**. The top part of the mantle, along with the crust, forms structures known as **tectonic plates** (link to ESS2.B). 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 the gravitational movement of denser materials toward the interior. 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.<sup>4</sup> (p. 181) 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.<sup>4</sup> (pp. 185-186)

## Earth and Space – E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth’s surface and its climate.

### Earth's Systems

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.E1U1.13

Evaluate explanations and theories about the role of energy and matter in geologic changes over time.

Earth and space Plus (+) Standards HS+E are supporting standards designed to be used with the essential standards for students taking a high school earth and space (E) course.

#### Plus HS+E.E1U1.6

Obtain, evaluate, and communicate information of the theory of plate tectonics to explain the differences in age, structure, and composition of Earth’s crust.

#### Plus HS+E.E1U1.7

Engage in argument from evidence of ancient Earth materials, meteorites, and other planetary surfaces to explain Earth’s formation and early history.

#### Plus HS+E.E1U1.8

Develop and use models to illustrate how Earth's internal and surface processes operate over time to form, modify, and recycle continental and ocean floor features.

#### Crosscutting Concepts & Background Information for Educators

##### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### Background Information:

**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.<sup>4</sup> (p. 183) Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth’s surface and provides a coherent account of its geological history.<sup>4</sup> (p. 182) **Tectonic processes** continually generate new ocean seafloor at ridges and destroy old seafloor at trenches. Although active geological processes, such as plate tectonics (link to ESS2.B) 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.<sup>4</sup> (pp. 178-179) Beneath the Earth’s solid crust is a hot layer called the mantle. The mantle is solid when under **pressure** but melts (and is called **magma**) when the pressure is reduced. In some places there are cracks (or thin regions) in the crust which can allow magma to come to the surface, for example in **volcanic eruptions**. The Earth’s crust consists of a number of solid plates which move relative to each other, carried along by movements of the mantle. Where plates collide, mountain ranges are formed and there is a **fault line** along the **plate boundary** where earthquakes are likely to occur and there may also be volcanic activity. The Earth’s surface changes slowly over time, with mountains being eroded by weather, and new ones produced when the crust is forced upwards.<sup>2</sup> (p. 24)

## Earth and Space – E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

### Earth and Human Activity

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.E1U3.14

Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other.

Earth and space Plus (+) Standards HS+E are supporting standards designed to be used with the essential standards for students taking a high school earth and space (E) course.

#### Plus HS+E.E1U3.9

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.

#### Plus HS+E.E1U3.10

Ask questions, define problems, and evaluate a solution to a complex problem, based on prioritized criteria and tradeoffs, that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

#### Plus HS+E.E1U3.11

Develop and use a quantitative model to illustrate the relationship among Earth systems and the degree to which those relationships are being modified due to human activity.

#### Crosscutting Concepts & Background Information for Educators

##### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### Background Information:

The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. Scientists and engineers can make major contributions—for example, by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. When the source of an environmental problem is understood and international agreement can be reached, human activities can be regulated to mitigate global impacts (e.g., acid rain and the ozone hole near Antarctica).<sup>4 (196)</sup> Natural hazards and other geological events have shaped the course of human history by destroying buildings and cities, eroding land, changing the course of rivers, and reducing the amount of arable land. These events have significantly altered the sizes of human populations and have driven human migrations. Natural hazards can be local, regional, or global in origin, and their risks increase as populations grow. Human activities can contribute to the frequency and intensity of some natural hazards.<sup>4 (194)</sup> Changes in the atmosphere due to **human activity** have increased **carbon dioxide** concentrations and thus affect climate (link to ESS3.D).<sup>4 (188)</sup> **Global climate models** are often used to understand the process of climate change because these changes are complex and can occur slowly over Earth's history. Though the magnitudes of humans' impacts are greater than they have ever been, so too are humans' abilities to model, predict, and manage current and future impacts.<sup>4 (198)</sup> Materials important to modern technological societies are not uniformly distributed across the planet (e.g., oil in the Middle East, gold in California). Most elements exist in Earth's crust at concentrations too low to be extracted, but in some locations—where geological processes have concentrated them—**extraction** is economically viable. Historically, humans have populated regions that are climatically, hydrologically, and geologically advantageous for fresh water availability, food production via agriculture, commerce, and other aspects of civilization. **Resource availability** affects geopolitical relationships and can limit development. As the global human population increases and people's demands for better living conditions increase, resources considered readily available in the past, such as land for agriculture or drinkable water, are becoming scarcer and more valued. All forms of resource extraction and land use have associated economic, social, environmental, and geopolitical

	<p>costs and risks, as well as <b>benefits</b>. New technologies and regulations can change the balance of these factors. Much energy production today comes from <b>nonrenewable sources</b>, such as coal and oil. However, advances in related science and technology are reducing the cost of energy from <b>renewable resources</b>, such as sunlight. As a result, future energy supplies are likely to come from a much wider range of sources.<sup>4(191-192)</sup></p>
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## Earth and Space – E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

### Earth's Place in the Universe

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.E2U1.15

[Construct an explanation based on evidence](#) to illustrate the role of nuclear fusion in the life cycle of a star.

Earth and space Plus (+) Standards HS+E are supporting standards designed to be used with the essential standards for students taking a high school earth and space (E) course.

#### Plus HS+E.E2U1.12

[Obtain, evaluate, and communicate](#) scientific information about the way stars, throughout their stellar stages, produce elements and energy

#### Crosscutting Concepts & Background Information for Educators

##### [Crosscutting Concepts:](#)

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### [Background Information:](#)

Nuclear fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation.<sup>4 (p. 130)</sup> Our Sun is one of many stars that make up the Universe, essentially made of hydrogen. The source of energy that the Sun and all stars radiate comes from **nuclear reactions** in their central cores. The Sun is one of millions of stars that together make up a galaxy called the Milky Way.<sup>2 (p. 25)</sup> Nearly all observable matter in the universe is hydrogen or helium, which formed in the first minutes after the Big Bang. Elements other than these remnants of the Big Bang continue to form within the cores of stars. **Nuclear fusion** within stars produces all atomic nuclei lighter than and including iron, and the process releases the energy seen as starlight. Heavier elements are produced when certain massive stars achieve a **supernova** stage and explode.<sup>4 (p. 173)</sup>

## **Earth and Space – E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.**

### **Earth and the Solar System**

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### **Essential HS.E2U1.16**

[Construct an explanation](#) of how gravitational forces impact the evolution of planetary motion, structure, surfaces, atmospheres, moons, and rings.

Earth and space Plus (+) Standards HS+E are supporting standards designed to be used with the essential standards for students taking a high school earth and space (E) course.

#### **Plus HS+E.E2U1.13**

[Analyze and interpret data](#) showing how gravitational forces are influenced by mass, and the distance between objects.

#### **Plus HS+E.E2U1.14**

[Use mathematics and computational thinking](#) to explain the movement of planets and objects in the solar system.

#### **Crosscutting Concepts & Background Information for Educators**

##### **Crosscutting Concepts:**

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### **Background Information:**

The solar system consists of the sun and a collection of objects of varying sizes and conditions—including planets and their moons—that are held in orbit around the sun by its gravitational pull on them. This system appears to have formed from a disk of dust and gas, drawn together by **gravity**. Earth and the moon, sun, and planets have predictable patterns of movement. These patterns, which are explainable by gravitational forces and conservation laws, in turn explain many large-scale **phenomena** observed on Earth. Planetary motions around the sun can be predicted using **Kepler's three empirical laws**, which can be explained based on **Newton's theory of gravity**. Gravity holds Earth in orbit around the sun, and it holds the moon in **orbit** around Earth.<sup>4</sup> (p. 175) 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. Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the orientation of the planet's axis of rotation, both occurring over tens to hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on Earth. These phenomena cause cycles of ice ages and other gradual climate changes.<sup>4</sup> (p. 176)

<p><b>Essential HS.E2U1.17</b></p> <p><b><u>Construct an explanation</u></b> of the origin, expansion, and scale of the universe based on astronomical evidence.</p>	<p><b>Crosscutting Concepts &amp; Background Information for Educators</b></p>
<p>Earth and space Plus (+) Standards HS+E are supporting standards designed to be used with the essential standards for students taking a high school earth and space (E) course.</p>	<p><b>Crosscutting Concepts:</b> Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup></p>
<p><b>Plus HS+E.E2U1.15</b></p> <p><b><u>Obtain, evaluate, and communicate</u></b> information on how the nebular theory explains solar system formation with distinct regions characterized by different types of planetary and other bodies.</p>	<p><b>Background Information:</b> Our Sun is one of many stars that make up the <b>universe</b>, essentially made of hydrogen. The source of energy that the Sun and all stars radiate comes from nuclear reactions in their central cores. The Sun is one of millions of stars that together make up a <b>galaxy</b> called the <b>Milky Way</b>. The next nearest star is much further away than the distance of the furthest planet, Neptune. The distances between and within galaxies are so great that they are measured in 'light years', the distance that light can travel in a year. There are billions of galaxies in the universe, almost unimaginably vast distances apart and perceived as moving rapidly away from each other. This apparent movement of galaxies indicates that the universe is expanding from an event called a 'big bang', about 13.7 billion years ago.<sup>2(p. 25)</sup> This theory is supported by the fact that it provides explanation of observations of distant galaxies receding from our own, of the measured composition of stars and nonstellar gases, and of the maps and spectra of the primordial radiation (cosmic microwave back-ground) that still fills the universe. Nearly all observable matter in the universe is hydrogen or helium, which formed in the first minutes after the Big Bang. Elements other than these remnants of the Big Bang continue to form within the cores of stars. Nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases the energy seen as starlight. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.<sup>4(p. 173)</sup> The star called the sun is changing and will burn out over a life span of approximately 10 billion years. The sun is just one of more than 200 billion stars in the Milky Way galaxy, and the Milky Way is just one of hundreds of billions of galaxies in the universe. The study of stars' light spectra and bright-ness is used to identify compositional elements of stars, their movements, and their distances from Earth.<sup>4(p. 174)</sup></p>
<p><b>Plus HS+E.E2U1.16</b></p> <p><b><u>Obtain, evaluate, and communicate</u></b> information about patterns of size and scale of our solar system, our galaxy, and the universe.</p>	
<p><b>Plus HS+E.E2U2.17</b></p> <p><b><u>Obtain, evaluate, and communicate</u></b> the impact of technology on human understanding of the formation, scale, and composition of the universe.</p>	

## High School Life Sciences

Life science focuses on the patterns, processes, and relationships of living organisms. At the high school level, students apply concepts learned in earlier grades to real-world situations and investigations using the science and engineering practices to fully explore phenomena and to develop solutions to societal problems related to food, energy, health, and environment. The field of life science is rapidly advancing and new technology and information related to the study of life processes is being developed daily. Students in high school should have access to up-to-date information in the field while simultaneously gaining understanding of the historical developments which shaped today's understandings within the field. The standards for life science encompass the areas of cells and organisms; ecosystems, interactions, energy and dynamics; heredity; and biological diversity. Like earth and space sciences and physical sciences, "connections" with the life science standards allow educators to make connections across scientific disciplines. The essential standards are those that every high school student is expected to know and understand. Plus standards in life science are designed to extend the concepts learned in the essential standards to prepare students for entry level college courses.

**Note:**

- The standard number is designed for recording purposes and does not imply instructional sequence or importance.
- In all disciplines, educators should incorporate scientific measurement skills appropriate to that discipline.

<b>Core Ideas for Knowing Science*</b>		<b>Core Ideas for Using Science*</b>
<p><b>Physical Science</b></p> <p>P1: All matter in the Universe is made of very small particles.</p> <p>P2: Objects can affect other objects at a distance.</p> <p>P3: Changing the movement of an object requires a net force to be acting on it.</p> <p>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</p> <p><b>Earth and Space Science</b></p> <p>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</p> <p>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</p> <p><b>Life Science</b></p> <p>L1: Organisms are organized on a cellular basis and have a finite life span.</p> <p>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</p> <p>L3: Genetic information is passed down from one generation of organisms to another.</p> <p>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</p>		<p>U1: Scientists explain phenomena using evidence obtained from observations and/or scientific investigations. Evidence may lead to developing models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p> <p>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</p> <p>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</p>

\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>

## Life Science – L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms & L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

### Ecosystems

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.L2U3.18

Obtain, evaluate, and communicate about the positive and negative ethical, social, economic, and political implications of human activity on the biodiversity of an ecosystem.

Life Science Plus (+) Standards HS+B are supporting standards designed to be used with the essential standards for students taking a high school biology (B) course.

#### Plus HS+B.L2U1.1

Develop a model showing the relationship between limiting factors and carrying capacity, and use the model to make predictions on how environmental changes impact biodiversity.

#### Plus HS+B.L4U1.2

Engage in argument from evidence that changes in environmental conditions or human interventions may change species diversity in an ecosystem.

#### Crosscutting Concepts & Background Information for Educators

##### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### Background Information:

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. 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**.<sup>4</sup> (pp. 155–156) Forestry which favours the growth of certain trees over others removes the food plants of certain animals and so reduces the diversity of species dependent on these plants and of other organisms in the food chain. Modern farming is designed to reduce biodiversity by creating conditions that are suited to particular animals and plants in order to feed the human population. The widespread use of pesticides to preserve one type of crop has widespread effects on pollinating insects on which many other plants depend. Human activity of this kind creates a simple and unnatural ecosystem which limits biodiversity and results in the loss of culturally valuable landscape and wildlife.<sup>2</sup> (p. 27) 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 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. <sup>4</sup> (p. 152) **Biodiversity** is increased by the formation of new species (**speciation**) and decreased by the loss of species (**extinction**). Biological extinction, being irreversible, is a critical factor in reducing the planet's natural capital. Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is having positive and negative impacts on biodiversity through **overpopulation**, **overexploitation**, **habitat destruction**, **pollution**, **introduction of invasive species**, and **climate change**. These problems have the potential to cause a major wave of biological extinctions—as many species or populations of a given species, unable to survive in changed environments, die out—and the effects may be harmful to humans and other living things. Thus sustaining biodiversity so that **ecosystem** functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.<sup>4</sup> (p. 167)

## Life Science – L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

### Ecosystems

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.L2U1.19

Develop and use models that show how changes in the transfer of matter and energy within an ecosystem and interactions between species may affect organisms and their environment.

Life Science Plus (+) Standards HS+B are supporting standards designed to be used with the essential standards for students taking a high school biology (B) course.

#### Plus HS+B.L2U1.3

Use mathematics and computational thinking to support claims for the cycling of matter and flow of energy through trophic levels in an ecosystem.

#### Crosscutting Concepts & Background Information for Educators

##### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### Background Information:

As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. **Matter and energy are conserved** in each change. This is true of all biological systems, from individual cells to ecosystems.<sup>4</sup> (p. 148) **Photosynthesis** and **cellular respiration** (including **anaerobic processes**) provide most of the energy for life processes. 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, and there is a **limit to the number of organisms that an ecosystem can sustain**. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil and are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved; some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. **Competition** among species is ultimately competition for the matter and energy needed for life.<sup>4</sup> (p. 154)

## Life Science – L1: Organisms are organized on a cellular basis and have a finite life span.

### Cells & Organisms

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.L1U1.20

Ask questions and/or make predictions based on observations and evidence to demonstrate how cellular organization, structure, and function allow organisms to maintain homeostasis.

Life Science Plus (+) Standards HS+B are supporting standards designed to be used with the essential standards for students taking a high school biology (B) course.

#### Plus HS+B.L1U1.4

Develop and use models to explain the interdependency and interactions between cellular organelles.

#### Plus HS+B.L1U1.5

Analyze and interpret data that demonstrates the relationship between cellular function and the diversity of protein functions.

#### Plus HS+B.L1U1.6

Develop and use models to show how transport mechanisms function in cells.

#### Plus HS+B.L1U1.7

Develop and use models to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms (plant and animal).

### Crosscutting Concepts & Background Information for Educators

#### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

#### Background Information:

Within cells there are many molecules of different kinds which interact in carrying out the functions of the cell. In multicellular organisms **cells communicate** with each other by passing substances to nearby cells to coordinate activity. A **membrane** around each cell plays an important part in regulating what can enter or leave a cell. Activity within different types of cells is regulated by **enzymes**. <sup>2</sup> (p. 26) Systems of specialized cells within organisms help them perform the essential functions of life, which involve chemical reactions that take place between different types of molecules, such as **water, proteins, carbohydrates, lipids, and nucleic acids**. 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. **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**. Outside that range (e.g., at a too high or too low external temperature, with too little food or water available), the organism cannot survive. Feedback mechanisms can encourage (through **positive feedback**) or discourage (**negative feedback**) what is going on inside the living system. <sup>4</sup> (p. 145)

## Life Science – L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

### Cells & Organisms

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.L2U1.21

Obtain, evaluate, and communicate data showing the relationship of photosynthesis and cellular respiration; flow of energy and cycling of matter.

Life Science Plus (+) Standards HS+B are supporting standards designed to be used with the essential standards for students taking a high school biology (B) course.

#### Plus HS+B.L2U1.8

Develop and use models to develop a scientific explanation that illustrates how photosynthesis transforms light energy into stored chemical energy and how cellular respiration breaks down macromolecules for use in metabolic processes.

#### Crosscutting Concepts & Background Information for Educators

##### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### Background Information:

The process of **photosynthesis** converts **light energy** to **stored chemical energy** by converting **carbon dioxide** plus **water** into **sugars** plus released **oxygen**. 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. For example, **aerobic** (in the presence of oxygen) **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 muscles. **Anaerobic** (without oxygen) cellular respiration follows a different and less efficient chemical pathway to provide energy in cells. Cellular respiration also releases the energy needed to **Maintain body temperature** despite ongoing energy loss to the surrounding environment.<sup>4(p.148)</sup> Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged between the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.<sup>4(p.154)</sup>

## Life Science – L1: Organisms are organized on a cellular basis and have a finite life span.

### Cells and Organisms

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.L1U1.22

[Construct an explanation](#) for how cellular division (mitosis) is the process by which organisms grow and maintain complex, interconnected systems.

#### Essential HS.L1U3.23

[Obtain, evaluate, and communicate](#) the ethical, social, economic and/or political implications of the detection and treatment of abnormal cell function.

Life Science Plus (+) Standards HS+B are supporting standards designed to be used with the essential standards for students taking a high school biology (B) course.

#### Plus HS+B.L1U1.9

[Develop and use a model](#) to [communicate](#) how a cell copies genetic information to make new cells during asexual reproduction (mitosis).

#### Crosscutting Concepts & Background Information for Educators

##### [Crosscutting Concepts:](#)

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

##### [Background Information:](#)

In multicellular organisms, individual cells grow and then divide via a process called **mitosis**, thereby allowing the organism to grow. 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.<sup>4</sup> (pp. 146-147)

Given a suitable medium, cells from a variety of organisms can be grown *in situ*, that is, outside the organism. These **cell cultures** are used by scientists to investigate cell functions and have medical implications such as the **production of vaccines, screening of drugs, and in vitro fertilization**. Plant tissue culture is used widely in the plant sciences, forestry, and in horticulture. Most cells are programmed for a limited number of cell divisions. Diseases, which may be caused by invading microorganisms, environmental conditions or defective cell programming, generally result in **disturbed cell function**. Organisms die if their cells are incapable of further division.<sup>2</sup> (p. 26)

## Life Science – L3: Genetic information is passed down from one generation of organisms to another. Genetics

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

### Essential HS.L3U1.24

Construct an explanation of how the process of sexual reproduction contributes to genetic variation.

### Essential HS.L3U1.25

Obtain, evaluate, and communicate information about the causes and implications of DNA mutation.

### Essential HS.L3U3.26

Engage in argument from evidence regarding the ethical, social, economic, and/or political implications of a current genetic technology.

Life Science Plus (+) Standards HS+B are supporting standards designed to be used with the essential standards for students taking a high school biology (B) course.

#### Plus HS+B.L3U1.10

Use mathematics and computational thinking to explain the variation that occurs through meiosis and calculate the distribution of expressed traits in a population.

#### Plus HS+B.L3U1.11

Construct an explanation for how the structure of DNA and RNA determine the structure of proteins that perform essential life functions.

#### Plus HS+B.L3U1.12

Analyze and interpret data on how mutations can lead to increased genetic variation in a population.

### Crosscutting Concepts & Background Information for Educators

#### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

#### Background Information:

In sexual reproduction, a specialized type of cell division called **meiosis** occurs and results in the production of sex cells, such as **gametes (sperm and eggs)** or **spores**, which contain only one member from each **chromosome pair** in the parent cell.<sup>4</sup> (pp. 147) In all organisms the genetic instructions for forming species' characteristics are carried in the chromosomes. Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA.<sup>4</sup> (pp. 158) 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.<sup>4</sup> (p. 159) The information passed from parents to offspring is coded in the **DNA** molecules that form the **chromosomes**. 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. 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 depend on both **genetic and environmental factors**.<sup>4</sup> (p. 161) Asexual reproduction, which occurs naturally in a wide range of organisms including some bacteria, insects and plants, leads to populations with identical genetic material. Biotechnology has made possible the production of genetically identical organisms through artificial cloning in a range of species including mammals.<sup>2</sup> (p. 28) The overall sequence of genes of an organism is known as its **genome**. More is being learned all the time about genetic information by **mapping the genomes** of different kinds of organisms. When sequences of genes are known genetic material can be **artificially changed** to give organisms certain features. In **gene therapy** special techniques are used to deliver into human cells genes that are beginning to help in curing disease.<sup>2</sup> (p. 28)

## Life Science – L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

### Evolution

Essential standards are standards that will be assessed on the state exam and are intended for ALL students to have learned by the end of 3 credits of high school science courses.

#### Essential HS.L4U1.27

Obtain, evaluate, and communicate evidence that describes how changes in frequency of inherited traits in a population can lead to biological diversity.

#### Essential HS.L4U1.28

Gather, evaluate, and communicate multiple lines of empirical evidence to explain the mechanisms of biological evolution.

Life Science Plus (+) Standards HS+B are supporting standards designed to be used with the essential standards for students taking a high school biology (B) course.

#### Plus HS+B.L4U1.13

Obtain, evaluate, and communicate multiple lines of empirical evidence to explain the change in genetic composition of a population over successive generations.

#### Plus HS+B.L4U1.14

Construct an explanation based on scientific evidence that the process of natural selection can lead to adaption.

### Crosscutting Concepts & Background Information for Educators

#### Crosscutting Concepts:

Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change<sup>4</sup>

#### Background Information:

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. The traits that positively affect survival are more likely to be **reproduced** and thus are more common in the population. <sup>4</sup> (p. 164)

Natural selection is the result 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. **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. Adaptation also means that the distribution of traits in a population can **change** when conditions change. <sup>4</sup> (pp. 165-166) Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction)<sup>4</sup> (pp. 167)

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. 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 too drastic, the opportunity for the species' **evolution** is lost. <sup>4</sup> (pp. 165-166)

When climatic, geological or population changes occur, the benefit of particular inherited features may be enhanced or diminished. The process of adaptation that occurs naturally and very slowly is speeded up by human intervention through the selection for breeding those animals or plants with the features that suit them for particular functions or environments. Human activity can change the environment

## Arizona Science Standards

	more quickly than organisms can respond through adaptation. Water, air and soil pollution as well as intensive farming can impose far-reaching effects on the environment and has already resulted in changes that are damaging to many organisms. The present rate of extinction as a result of human activities is hundreds of times what it would be if there were no people. A reduction in the diversity of life can lead to significant ecosystem degradation and loss of ability to respond to changes in the environment. Evolution of life on Earth is only a limited aspect of what is called 'cosmic evolution'. This refers to the gradual changes in the physical and chemical conditions of the galaxies, such as the appearance of the carbon atom, which has led to favourable conditions for the existence of life, at least on Earth. <a href="#">2</a> (p. 28)
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<b>Distribution of High School Standards; essential standards (HS) and course-specific plus (HS+)</b>	U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.	U2: The knowledge produced by science is used in engineering and technologies to create products.	U3: Applications of science often have both positive and negative ethical, social, economic, and political implications.
P1: All matter in the Universe is made of very small particles.	<b>Essential HS.P1U1.1</b> Plus HS+C.P1U1.1 Plus HS+C.P1U1.2 Plus HS+C.P1U1.3 <b>Essential HS.P1U1.2</b> <b>Essential HS.P1U1.3</b> Plus HS+C.P1U1.4 Plus HS+C.P1U1.5 Plus HS+C.P1U1.6 Plus HS+C.P1U1.7		<b>Essential HS.P1U3.4</b> Plus HS+C.P1U3.8
P2: Objects can affect other objects at a distance.	<b>Essential HS.P2U1.5</b>  <b>Plus HS+Phy.P2U1.1</b>		
P3: Changing the movement of an object requires a net force to be acting on it.	<b>Essential HS.P3U1.6</b>  <b>Plus HS+Phy.P3U1.2</b>  <b>Plus HS+Phy.P3U1.3</b>	<b>Essential HS.P3U2.7</b>  <b>Plus HS+Phy.P4U2.7</b>  <b>Plus HS+Phy.P3U2.5</b>	

## Arizona Science Standards

<b>Distribution of High School Standards; essential standards (HS) and course-specific plus (HS+)</b>	<p>U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</p>	<p>U2: The knowledge produced by science is used in engineering and technologies to create products.</p>	<p>U3: Applications of science often have both positive and negative ethical, social, economic, and political implications.</p>
	<b>Plus HS+Phy.P3U1.4</b>		
<b>P4:</b> The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.	<b>Essential HS.P4U1.8</b> <b>Plus HS+Phy.P4U1.6</b> <b>Plus HS+Phy.P4U1.8</b> <b>Essential HS.P4U1.10</b>		<b>Essential HS.P4U3.9</b>
<b>E1:</b> The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.	<b>Essential HS.E1U1.11</b> <b>Plus HS+E.E1U1.1</b> <b>Plus HS+E.E1U1.2</b> <b>Plus HS+E.E1U1.3</b> <b>Essential HS.E1U1.12</b> <b>Plus HS+E.E1U1.4</b> <b>Plus HS+E.E1U1.5</b> <b>Essential HS.E1U1.13</b> <b>Plus HS+E.E1U1.6</b> <b>Plus HS+E.E1U1.7</b> <b>Plus HS+E.E1U1.8</b>		<b>Essential HS.E1U3.14</b> <b>Plus HS+E.E1U3.9</b> <b>Plus HS+E.E1U3.10</b> <b>Plus HS+E.E1U3.11</b>
<b>E2:</b> The Earth and our solar system are a very small part of one of many galaxies within the Universe.	<b>Essential HS.E2U1.15</b> <b>Plus HS+E.E2U1.12</b> <b>Essential HS.E2U1.16</b> <b>Plus HS+E.E2U1.13</b> <b>Plus HS+E.E2U1.14</b> <b>Essential HS.E2U1.17</b> <b>Plus HS+E.E2U1.15</b> <b>Plus HS+E.E2U1.16</b>	<b>Plus HS+E.E2U2.17</b>	

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<b>Distribution of High School Standards; essential standards (HS) and course-specific plus (HS+)</b>	U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.	U2: The knowledge produced by science is used in engineering and technologies to create products.	U3: Applications of science often have both positive and negative ethical, social, economic, and political implications.
<b>L1:</b> Organisms are organized on a cellular basis and have a finite life span.	<b>Essential HS.L1U1.20</b> Plus HS+B.L1U1.4 Plus HS+B.L1U1.5 Plus HS+B.L1U1.6 Plus HS+B.L1U1.7 <b>Essential HS.L1U1.22</b> Plus HS+B.L1U1.9		<b>Essential HS.L1U3.23</b>
<b>L2:</b> Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.	Plus HS+B.L2U1.1 <b>Essential HS.L2U1.19</b> Plus HS+B.L2U1.3 <b>Essential HS.L2U1.21</b> Plus HS+B.L2U1.8		<b>Essential HS.L2U3.18</b>
<b>L3:</b> Genetic information is passed down from one generation of organisms to another.	<b>Essential HS.L3U1.24</b> <b>Essential HS.L3U1.25</b> Plus HS+B.L3U1.10 Plus HS+B.L3U1.11 Plus HS+B.L3U1.12		<b>Essential HS.L3U3.26</b>
<b>L4:</b> The unity and diversity of organisms, living and extinct, is the result of evolution.	Plus HS+B.L4U1.2 <b>Essential HS.L4U1.27</b> <b>Essential HS.L4U1.28</b> Plus HS+B.L4U1.13 Plus HS+B.L4U1.14		

## Appendices

### Appendix 1: Crosscutting Concepts

The seven crosscutting concepts bridge disciplinary boundaries and unite core ideas throughout the fields of science and engineering. Their purpose is to help students deepen their understanding of the core ideas in the standards and develop a coherent and scientifically based view of the world. Students should make explicit connections between their learning and the crosscutting concepts within each grade level.

These concepts also bridge the boundaries between science and other disciplines. As educators focus on crosscutting concepts, they should look for ways to integrate them into other disciplines. For example, patterns are highly prevalent in language. Indeed, phonics, an evidence-based literacy instructional strategy, is specifically designed to assist students in recognizing patterns in language. By actively incorporating these types of opportunities, educators assist students in building connections across content areas to deepen and extend learning.

The crosscutting concepts and their progressions from *Chapter 4 Crosscutting concepts pages 83 - 102 in A Framework for K-12 Science Education*<sup>4</sup> are summarized below.

#### **Patterns: Observed patterns of forms and events guide organization and classification and prompt questions about relationships and the factors that influence them.**

Patterns are often a first step in organizing and asking scientific and engineering questions. In science, classification is one example of recognizing patterns of similarity and diversity. In engineering, patterns of system failures may lead to design improvements. Assisting children with pattern recognition facilitates learning causing the brain to search for meaning in real-world phenomena.<sup>1</sup> Pattern recognition progresses from broad similarities and differences in young children to more detailed, scientific descriptors in upper elementary. Middle school students recognize patterns on both the micro- and macroscopic levels, and high school students understand that patterns vary in a system depending upon the scale at which the system is studied.

#### **Cause and effect: Events have causes, sometimes simple, sometimes multifaceted. A major activity of both science and engineering is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.**

Like patterns, a child's ability to recognize cause and effect relationships progresses as they age. In the early grades, students build upon their understanding of patterns to investigate the causes of these patterns. They may wonder what caused one seed to grow faster than another one and design a test to gather evidence. By upper elementary, students should routinely be asking questions related to cause and effect. In middle school, students begin challenging others' explanations about causes through scientific argumentation. High school continues this trend while students expand their investigation into mechanisms that may

have multiple mediating factors such as changes in ecosystems over time or mechanisms that work in some systems but not in others.

**Scale, proportion, and quantity: In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.**

There are two major scales from which we study science: directly observable and those processes which required tools or scientific measurement to be quantified and studied. To understand scale, students must understand both measurement and orders of magnitude. Understanding of scale, proportion, and quantity will progress as children get older. Young children engage in relative measures such as hotter/colder, bigger/smaller, or older/younger without referring to a specific unit of measure. As students age, it is important that they recognize the need for a common unit of measure to make a judgement of scale, proportion, and quantity. Elementary students start building this knowledge through length measurements and gradually progress to weight, time, temperature or other variables. Intersection with key mathematical concepts is vital to help students develop the ability to assign meaning to ratios and proportions when discussing scale, proportion, and quantity in science and engineering. By middle and high school, students apply this knowledge to algebraic thinking and are able to change variables, understand both linear and exponential growth, and engage in complex mathematical and statistical relationships.

**Systems and system models: Because the world is too large and complex to comprehend all at once, students must define the system under study, specify its boundaries, and make explicit a model of that system provides tools for understanding and testing ideas that are applicable throughout science and engineering.**

Models of systems can also be useful in conveying information about that system to others. Many engineering designs start with system models as a way to predict outcomes and test theories prior to final development ensuring that interactions between system parts and subsystems are understood. As students age, their ability to analyze and predict outcomes strengthens. In the early grades, students should be asked to express systems thinking through drawings, diagrams, or oral explanations noting relationships between parts. Additionally, even at a young age, students can be asked to develop plans for their actions or sets of instructions to help them develop the concept that others should be able to understand and use them. As student's age, they should incorporate more facets of the system including those facets which are not visible such as energy flow. By high school, students can identify the assumptions and approximations that went into making the system model and discuss how these assumptions and approximations limit the precision and reliability of predictions.

**Energy and matter: Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.**

The concept of conservation of energy within a closed system is complex and prone to misunderstanding. As a result, students in early elementary are only very generally exposed to the concept of energy. In the early grades, focus on the recognition of conservation of matter within a system and the flow of matter between systems builds the basis for understanding more complex energy concepts in later grades. In middle school and high school, students develop a deeper understanding of this concept through chemical reactions and atomic structure. In high school, nuclear processes are introduced along with conservation laws related specifically to nuclear processes.

**Structure and function: The way in which an object or living thing is shaped and its substructure determines many of its properties and functions.**

Knowledge of structure and function is essential to successful design. As such, it is important that students begin an investigation of structure and function at an early age. In early grades, this study takes the form of how shape and stability are related for different structures: braces make a bridge stronger, a deeper bowl holds more water. In upper elementary and middle school, students begin an investigation of structures that are not visible to the naked eye: how the structure of water and salt molecules relate to solubility, the shape of the continents and plate tectonics. In high school students apply their knowledge of the relationship of structure to function when investigating the structure of the heart and the specific function it performs.

**Stability and change: For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.**

When systems are stable, small disturbances fade away, and the system returns to the stable condition. In maintaining a stable system, whether it is a natural system or a human design, feedback loops are an essential element. Young children experiment with stability and change as they build with blocks or chart growth. As they experiment with these concepts, the educator should assist them in building associated language and vocabulary as well as learning to question why some things change, and others stay the same. In middle school, understanding of stability and change extends beyond those phenomena which are easily visible to more subtle forms of stability and change. By high school, students bring in their knowledge of historical events to explain stability and change over long periods of time, and they also recognize that multiple factors may feed into these concepts of stability and change.

## **Appendix 2: Science and Engineering Practices**

The science and engineering practices describe how scientists investigate and build models and theories of the natural world or how engineers design and build systems. They reflect science and engineering as they are practiced and experienced. As students conduct investigations, they engage in multiple practices as they gather information to solve problems, answer their questions, reason about how the data provide evidence to support their understanding and then communicate their understanding of phenomena. Student investigations may be observational, experimental, use models or simulations, or use data from other sources. These eight practices identified in *Chapter 4 of A Framework for K-12 Science Education*<sup>4</sup> are critical components of scientific literacy. They are not instructional strategies.

### **Distinguishing Science & Engineering Practices**

	<b>Science</b>	<b>Engineering</b>
<b>Ask Questions and Define Problems</b>	Science often begins with a question about a phenomenon, such as “Why is the sky blue?” or “What causes cancer?” and seeks to develop theories that can provide explanatory answers to such questions. Scientists formulate empirically answerable questions about phenomena; they establish what is already known and determine what questions have yet to be satisfactorily answered.	Engineering begins with a problem, need, or desire that suggests a problem that needs to be solved. A problem such as reducing the nation’s dependence on fossil fuels may produce multiple engineering problems like designing efficient transportation systems or improved solar cells. Engineers ask questions to define the problem, determine criteria for a successful solution, and identify constraints.
<b>Develop and Use Models</b>	Science often involves constructing and using a variety of models and simulations to help develop explanations about natural phenomena. Models make it possible to go beyond what can be observed. Models enable predictions to be made to test hypothetical explanations.	Engineering uses models and simulations to analyze existing systems to see where flaws might occur or to test viable solutions to a new problem. Engineers use models of various sorts to test proposed systems and to recognize the strengths and limitations of their designs.
<b>Plan and Carry Out Investigations</b>	Scientific investigations may be conducted in the field or the laboratory. Scientists plan and carry out systematic investigations that require the identification of what is to be recorded and, if applicable, what are to be treated as the dependent and independent variables. Observations and data collected are used to test existing theories and explanations or to revise and develop new ones.	Engineers use investigations to gather data essential for specifying design criteria or parameters and to test their designs. Engineers must identify relevant variables, decide how they will be measured, and collect data for analysis. Their investigations help them to identify how effective, efficient, and durable their designs may be under a range of conditions.

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<b>Analyze and Interpret Data</b>	<p>Scientific investigations produce data that must be analyzed to derive meaning. Because data usually do not speak for themselves, scientists use a range of tools, including tabulation, graphical interpretation, visualization, and statistical analysis, to identify significant features and patterns in the data, sources of error, and the calculated degree of certainty. Technology makes collecting large data sets easier providing many secondary sources for analysis.</p>	<p>Engineers analyze data collected during the tests of their designs and investigations; this allows them to compare different solutions and determine how well each one meets specific design criteria; that is, which design best solves the problem within the given constraints. Engineers require a range of tools to identify the major patterns and interpret the results.</p>
<b>Use Mathematics and Computational Thinking</b>	<p>In science, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks: constructing simulations, statistically analyzing data, and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable the behavior of physical systems to be predicted and tested. Statistical techniques are invaluable for assessing the significance of patterns or correlations.</p>	<p>In engineering, mathematical and computational representations of established relationships and principles are a fundamental part of design. For example, structural engineers create mathematically based analyses of designs to calculate whether they can stand up to the expected stresses of use and if they can be completed within acceptable budgets. Simulations of designs provide an effective test bed for the development.</p>
<b>Construct Explanations and Design Solutions</b>	<p>In science, theories are constructed to provide explanatory accounts of phenomena. A theory becomes accepted when it has been shown to be superior to other explanations in the breadth of phenomena it accounts for and in its explanatory coherence. Scientific explanations are explicit applications of theory to a specific situation or phenomenon, perhaps with a theory-based model for the system under study. The goal for students is to construct logically coherent explanations of phenomena that incorporate their current understanding of science, or a model that represents it, and are consistent with the available evidence.</p>	<p>Engineering design is a systematic process for solving engineering problems and is based on scientific knowledge and models of the material world. Each proposed solution results from a process of balancing competing criteria of desired functions, feasibility, cost, safety, aesthetics, and compliance with legal requirements. There is usually no single best solution but rather a range of solutions. The optimal solution often depends on the criteria used for making evaluations.</p>
<b>Engage in Argument from Evidence</b>	<p>In science, reasoning and argument are essential for identifying the strengths and weaknesses of a line of thinking and for finding the best explanation for a</p>	<p>In engineering, reasoning and argument are essential for finding the best possible solution to a problem. Engineers collaborate with their peers throughout the design</p>

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	<p>phenomenon. Scientists must defend their explanations, formulate evidence, based on a solid foundation of data, examine their own understanding in light of the evidence and comments offered by others, and collaborate with peers in searching for the best explanation for the phenomenon being investigated.</p>	<p>process, with a critical stage being the selection of the most promising solution among a field of competing ideas. Engineers use systematic methods to compare alternatives, formulate evidence, based on test data, make arguments from evidence to defend their conclusions, evaluate critically the ideas of others, and revise their designs to achieve the best solution to the problem at hand.</p>
<b>Obtain, Evaluate, and Communicate Information</b>	<p>Science cannot advance if scientists are unable to communicate their findings clearly and persuasively or to learn about the findings of others. Scientists need to express their ideas, orally and in writing, using tables, diagrams, graphs, drawings, equations, or models and by engaging in discussions with peers. Scientists need to be able to derive meaning from texts (such as papers, the internet, symposia, and lectures) to evaluate the scientific validity of the information and to integrate that information with existing theories or explanations. Scientists routinely use technologies to extend the possibilities for collaboration and communication.</p>	<p>Engineers cannot produce new or improved technologies if the advantages of their designs are not communicated clearly and persuasively. Engineers need to express their ideas, orally and in writing, using tables, graphs, drawings, or models and by engaging in discussions with peers. Engineers need to be able to derive meaning from colleagues' texts, evaluate the information, and apply it usefully. Engineers routinely use technologies to extend the possibilities for collaboration and communication.</p>

<sup>4</sup>Adapted from Box 3-2, National Research Council. pages 50-53

**Appendix 3: Core Ideas**

The core ideas encompass the content that occurs at each grade and provides the background knowledge for students to develop sense-making around phenomena. The core ideas center around understanding the causes of phenomena in physical, earth and space, and life science; the principles, theories, and models that support that understanding; engineering and technological applications; and societal implications. The Arizona Science Standards integrate learning progressions from *A Framework for K-12 Science Education*<sup>4</sup> to build a coherent progression of learning for these core ideas from elementary school through high school. The following thirteen big ideas for knowing science and using science are adapted from *Working with Big Ideas of Science Education*<sup>2</sup> and represent student understanding of each core idea at the end of high school.

Core Ideas for Knowing Science	
<b>P1: All matter in the Universe is made of very small particles.</b>	Atoms are the building blocks of all normal matter, living and nonliving. The behavior and arrangement of the atoms explains the properties of different materials. In chemical reactions atoms are rearranged to form new substances. Each atom has a nucleus, containing neutrons and protons, surrounded by electrons. The opposite electric charges of protons and electrons attract each other, keeping atoms together and accounting for the formation of some compounds.
<b>P2: Objects can affect other objects at a distance.</b>	All objects have an effect on other objects without being in contact with them. In some cases, the effect travels out from the source to the receiver in the form of radiation such as visible light. In other cases, action at a distance is explained in terms of the existence of a field of influence between objects, such as a magnetic, electric, or gravitational field. Gravity is a universal force of attraction between all objects, however large or small, keeping the planets in orbit around the Sun and causing terrestrial objects to fall towards the center of the Earth.
<b>P3: Changing the movement of an object requires a net force to be acting on it.</b>	A force acting on an object is not seen directly but is detected by its effect on the object's motion or shape. If an object is not moving, the forces acting on it are equal in size and opposite in direction, balancing each other. Since gravity affects all objects on Earth, there is always another force opposing gravity when an object is at rest. Unbalanced forces cause change in movement in the direction of the net force. When opposing forces acting on an object are not in the same line they cause the object to turn or twist. This effect is used in some simple machines.
<b>P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.</b>	The total amount of energy in the Universe is always the same but can be transferred from one energy store to another during an event. Many processes or events involve changes and require an energy source to make them happen. Energy can be transferred from one body or group of bodies to another in various ways. In these processes, some energy becomes less easy to use. Energy cannot be created or destroyed.

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<b>E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.</b>	Radiation from the Sun heats the Earth's surface and causes convection currents in the air and oceans creating climates. Below the surface, heat from the Earth's interior causes movement in the molten rock. This in turn leads to movement of the plates which form the Earth's crust, creating volcanoes and earthquakes. The solid surface is constantly changing through the formation and weathering of rock.
<b>E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.</b>	Our Sun and eight planets and other smaller objects orbiting it comprise the solar system. Day and night and the seasons are explained by the orientation and rotation of the Earth as it moves round the Sun. The solar system is part of a galaxy of stars, gas, and dust. It is one of many billions in the Universe, enormous distances apart. Many stars appear to have planets.
<b>L1: Organisms are organized on a cellular basis and have a finite life span.</b>	All organisms are constituted of one or more cells. Multicellular organisms have cells that are differentiated according to their function. All the basic functions of life are the result of what happens inside the cells which make up an organism. Growth is the result of multiple cell divisions.
<b>L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.</b>	Food provides materials and energy for organisms to carry out the basic functions of life and to grow. Green plants and some bacteria are able to use energy from the Sun to generate complex food molecules. Animals obtain energy by breaking down complex food molecules and are ultimately dependent on producers as their source of energy. In any ecosystem, there is competition among species for the energy resources and materials they need to live and reproduce.
<b>L3: Genetic information is passed down from one generation of organisms to another.</b>	Genetic information in a cell is held in the chemical DNA. Genes determine the development and structure of organisms. In asexual reproduction all the genes in the offspring come from one parent. In sexual reproduction half of the genes come from each parent.
<b>L4: The unity and diversity of organisms, living and extinct, is the result of evolution.</b>	All life today is directly descended from a universal common ancestor. Over countless generations changes resulting from natural diversity within a species are believed to lead to the selection of those individuals best suited to survive under certain conditions. Species not able to respond sufficiently to changes in their environment become extinct.

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Core Ideas for Using Science	
<p><b>U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.</b></p>	<p><b>Science's purpose is to find the cause or causes of phenomena in the natural world.</b> Science is a search to explain and understand phenomena in the natural world. There is no single scientific method for doing this; the diversity of natural phenomena requires a diversity of methods and instruments to generate and test scientific explanations.<sup>2 (p. 30)</sup></p> <p><b>Scientific explanations, theories, and models are those that best fit the evidence available at a particular time.</b> A scientific theory or model representing relationships between variables of a natural phenomenon must fit the observations available at the time and lead to predictions that can be tested. Any theory or model is provisional and subject to revision in the light of new data even though it may have led to predictions in accord with data in the past.<sup>2 (31)</sup></p>
<p><b>U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.</b></p>	<p>The use of scientific ideas in engineering and technologies has made considerable changes in many aspects of human activity. Advances in technologies enable further scientific activity; in turn, this increases understanding of the natural world. In some areas of human activity technology is ahead of scientific ideas, but in others scientific ideas precede technology.<sup>2 (p. 32)</sup></p>
<p><b>U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.</b></p>	<p>The use of scientific knowledge in technologies makes many innovations possible. Whether particular applications of science are desirable is a matter that cannot be addressed using scientific knowledge alone. Ethical and moral judgments may be needed, based on such considerations as personal beliefs, justice or equity, human safety, and impacts on people and the environment.<sup>2 (p. 33)</sup></p>

## **Appendix 4: Equity & Diversity in Science**

All students can and should learn complex science. However, achieving equity in science education is an ongoing challenge. Students from underrepresented communities often face "opportunity gaps" in their educational experience. Inclusive approaches to science instruction can reposition youth as meaningful participants in science learning and recognize their science-related assets and those of their communities<sup>4</sup>.

The science and engineering practices have the potential to be inclusive of students who have traditionally been marginalized in the science classroom and may not see science as being relevant to their lives or future. These practices support sense-making and language use as students engage in a classroom culture of discourse<sup>5</sup>. The science and engineering practices can support bridges between literacy and numeracy needs, which is particularly helpful for non-dominant groups when addressing multiple "opportunity gaps." By solving problems through engineering in local contexts (gardening, improving air quality, cleaning water pollution in the community), students gain knowledge of science content, view science as relevant to their lives and future, and engage in science in socially relevant and transformative ways<sup>7</sup>. Science teachers need to acquire effective strategies to include all students regardless of age, racial, ethnic, cultural, linguistic, socioeconomic, and gender backgrounds<sup>3</sup>.

Effective teaching strategies<sup>3</sup> for attending to equity and diversity for

- **Economically disadvantaged students** include (1) connecting science education to students' sense of "place" as physical, historical, and sociocultural dimensions in their community; (2) applying students' "funds of knowledge" and cultural practices; and (3) using problem-based and project-based science learning centered on authentic questions and activities that matter to students.
- **Underrepresented racial and ethnic groups** include (1) culturally relevant pedagogy, (2) community involvement and social activism, (3) multiple representations and multimodal experiences, and (4) school support systems including role models and mentors of similar racial or ethnic backgrounds.
- **Indigenous students** include (1) learning and knowing that is land- and place-based, (2) centers (not erases or undermines) their ways of knowing, and (3) builds connections between Indigenous and western Science Technology Engineering and Mathematics (STEM), and (4) home culture connections<sup>8</sup>.
- **Students with disabilities** include (1) multiple means of representation, (2) multiple means of action and expression, (3) multiple means of engagement, (4) concrete experiences with realia, and (5) scaffolds in problem-based and project-based learning.
- **English language learners** include (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, (5) home culture connections, (6) concrete experiences with realia, and (7) scaffolds in problem-based and project-based learning.
- **Alternative education setting for dropout prevention** include (1) structured after-school opportunities, (2) family outreach, (3) life skills training, (4) safe learning environment, and (5) individualized academic support.
- **Girls' achievement, confidence, and affinity with science** include (1) instructional strategies, (2) curricular decisions, and (3) classroom and school structure.
- **Gifted and talented students** include (1) different levels of challenge (including differentiation of content), (2) opportunities for self-direction, and (3) strategic grouping.

**Appendix 5: Interdisciplinary Connections**

The crosscutting concepts along with the science and engineering practices provide opportunities for developing strong interdisciplinary connections across all content areas. Understanding core ideas in science can provide a context for helping students master key competencies from other content areas. It can also promote essential career readiness skills, including communication, creativity, collaboration, and critical thinking. This affords all students equitable access to learning and ensures all students are prepared for college, career, and citizenship.

**English Language Arts**

The science and engineering practices incorporate reasoning skills used in language arts to help students improve mastery and understanding in reading, writing, speaking, and listening. The intersections between science and ELA teach students to analyze data, model concepts, and strategically use tools through productive talk and shared activity. Evidence-based reasoning is the foundation of good scientific practice. Reading, writing, speaking, and listening in science requires an appreciation of the norms and conventions of the discipline of science, including understanding the nature of evidence used, an attention to precision and detail, and the capacity to make and assess intricate arguments, verbally and orally present findings, synthesize complex information, and follow detailed procedures and accounts of events and concepts. To support these disciplinary literacy skills, teachers must foster a classroom culture where students think and reason together, connecting around the core ideas, science and engineering practices, and the crosscutting concepts.

**Mathematics**

Science is a quantitative discipline, so it is important for educators to ensure that students' science learning coheres well with their understanding of mathematics.<sup>5</sup> Mathematics is fundamental to aspects of modeling and evidence-based conclusions. It is essential for expressing relationships in quantitative data. The Standards for Mathematical Practice (MP) naturally link to the science and engineering practices and multiple crosscutting concepts within the Arizona Science Standards. By incorporating the Arizona Mathematics Standards and practices with critical thinking in science instruction, educators provide students with opportunities to develop literacy in mathematics instruction. The goal of using mathematical skills and practices in science is to foster a deeper conceptual understanding of science.

**Health**

Natural connections between Health and science exist throughout the Standards. The goals of Health being to maintain and improve students' health, prevent disease, and avoid or reduce health-related risk behaviors which can fit within the context of science standards.

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### **Computer Science**

Natural connections between science and computer science exist throughout the Standards, especially in the middle level and in high school. As students develop or refine complex models and simulations of natural and designed systems, they can use computer science to develop, test, and use mathematical or computational models to generate data. Students can apply computational thinking and coding to develop apps or streamline processes for collecting, analyzing, or interpreting data.

### **Technology**

Technology is essential in teaching and learning science; it influences the science that is taught and enhances students' learning. Technologies in science run the range from tools for performing experiments or collecting data (thermometers, temperature probes, microscopes, centrifuges) to digital technologies for completing analysis or displaying data (calculators, computers). All of them are essential tools for teaching, learning, and doing science. Computers and other digital tools allow students to collect, record, organize, analyze, and communicate data as they engage in science learning. They can support student investigations in every area of science. When technology tools are available, students can focus on decision making, reflection, reasoning, and problem solving. Connections to engineering, technology, and applications of science are included at all grade levels and in all domains. These connections highlight the interdependence of science, engineering, and technology that drives the research, innovation, and development cycle where discoveries in science lead to new technologies developed using the engineering design process. Additionally, these connections call attention to the effects of scientific and technological advances on society and the environment.

### **Social Studies**

Natural connections between the core ideas for using science and social studies exist throughout the Standards. Students need a foundation in social studies to understand how ethical, social, economic, and political issues of the past and present impact the development and communication of scientific theories, engineering and technological developments, and other applications of science and engineering. Students can use historical, geographic, and economic perspectives to understand that all cultures have ways of understanding phenomena in the natural world and have contributed and continue to contribute to the fields of science and engineering. Sustainability issues and citizen science provide contemporary contexts for integrating social studies with science. Citizen science is the public involvement in inquiry and discovery of new scientific knowledge. This engagement helps students build science knowledge and skills while improving social behavior, increasing student engagement, and strengthening community partnerships. Citizen science projects enlist K-12 students to collect or analyze data for real-world research studies, which helps students develop a deep knowledge of geography, economics, and civic issues of specific regions.

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### Appendix 6: Connections to English Language Arts and Math

#### Kindergarten - 2nd Grade

	<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<u>Arizona English Language Arts</u>	Use age-appropriate scientific texts and biographies to develop instruction that integrates the Reading Standards for Informational Text, the Reading Standards for Foundational Skills, and the Writing Standards		
<u>Arizona Mathematics Standards</u>	<p><b>Standards for Mathematical Practices</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>-Use appropriate tools strategically</li> <li>-Look for and make use of structure</li> <li>-Look for and express regularity in repeated reasoning</li> </ul> <p><b>Counting and Cardinality</b></p> <ul style="list-style-type: none"> <li>-Develop competence with counting and cardinality</li> <li>-Develop understanding of addition and subtraction within 10</li> </ul> <p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>-Describe and compare measurable attributes</li> <li>-Classify objects and count the number of objects in each category</li> </ul>	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>-Use appropriate tools strategically</li> <li>-Construct viable arguments and critique the reasoning of others</li> <li>-Attend to precision</li> <li>-Look for and make use of structure</li> <li>-Look for and express regularity in repeated reasoning</li> </ul> <p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>-Measure lengths indirectly and by iterating length units</li> <li>-Represent and interpret data</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>-Reason with shapes and their attributes</li> </ul>	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>-Use appropriate tools strategically</li> <li>-Construct viable arguments and critique the reasoning of others.</li> <li>-Attend to precision</li> <li>-Look for and make use of structure</li> <li>-Look for and express regularity in repeated reasoning</li> </ul> <p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>-Represent and solve problems involving addition and subtraction</li> </ul> <p><b>Number and Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>-Use place value understanding and properties of operations to add and subtract</li> </ul> <p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>-Represent and interpret data</li> <li>-Measure the length of an object using an appropriate tool including metrics.</li> </ul>

## Arizona Science Standards

### 3rd Grade - 5th Grade

	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<u>Arizona English Language Arts</u>	Use age-appropriate scientific texts and biographies to develop instruction that integrates the Reading Standards for Informational Text, the Reading Standards for Foundational Skills, and the Writing Standards		
<u>Arizona Mathematics Standards</u>	<p><b>Standards for Mathematical Practices</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>-Reason abstractly and quantitatively</li> <li>-Use appropriate tools strategically</li> <li>-Construct viable arguments and critique the reasoning of others</li> <li>-Use appropriate tools strategically</li> <li>-Attend to precision</li> <li>-Look for and make use of structure</li> </ul> <p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>-Represent and solve problems involving addition and subtraction</li> </ul> <p><b>Number and Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>-Use place value understanding and properties of operations to perform multi-digit arithmetic</li> </ul> <p><b>Number and Operations - Fractions</b></p> <ul style="list-style-type: none"> <li>-Understand fractions as numbers</li> </ul> <p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>-Measure and estimate liquid volumes and masses of objects</li> <li>-Solve problems involving measurement</li> <li>-Represent and interpret data</li> </ul>	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>-Use appropriate tools strategically</li> <li>-Construct viable arguments and critique the reasoning of others</li> <li>-Attend to precision</li> <li>-Look for and make use of structure</li> <li>-Look for and express regularity in repeated reasoning</li> </ul> <p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>-Use place value understanding and properties of operations to perform multi-digit arithmetic</li> </ul> <p><b>Number and Operations in Base Ten</b></p> <p><b>Number and Operations - Fractions</b></p> <ul style="list-style-type: none"> <li>-Understand decimal notation for fractions and compare decimal fractions</li> </ul> <p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>-Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</li> <li>-Represent and interpret data</li> </ul>	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>reason abstractly and quantitatively</li> <li>-Construct viable arguments and critique the reasoning of other</li> <li>-Model with mathematics</li> <li>-Use appropriate tools strategically</li> <li>-Attend to precision</li> <li>-Look for and make use of structure</li> <li>-Look for and express regularity in repeated reasoning</li> </ul> <p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>-Write and interpret numerical expressions.</li> <li>-Analyze patterns and relationships</li> </ul> <p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>-Convert like measurement units within a given measurement system</li> <li>-Represent and interpret data</li> <li>-Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</li> <li>-Solve problems involving measurement</li> <li>-Geometric measurement; understand concepts of volume and relate volume to multiplication and division.</li> </ul>

## Arizona Science Standards

### 6th Grade - 8th Grade

	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
<u>Arizona English Language Arts</u>	<p>Use age-appropriate scientific texts and biographies to develop instruction surrounding the Reading Standards for Informational Text, and the Writing Standards</p> <p>Use age-appropriate scientific texts and biographies to develop instruction that integrates the Reading Standards for Informational Text, and the Writing Standards</p>		
<u>Arizona Mathematics Standards</u>	<p><b>Standards for Mathematical Practices</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>-Reason abstractly and quantitatively</li> <li>-Use appropriate tools strategically</li> <li>-Construct viable arguments and critique the reasoning of others</li> <li>-Use appropriate tools strategically</li> <li>-Attend to precision</li> <li>-Look for and make use of structure</li> <li>-Model with mathematics</li> <li>-Look for and express regularity in repeated reasoning</li> </ul> <p><b>Ratios and Proportional Relationships</b></p> <ul style="list-style-type: none"> <li>-Understand ratio concepts and use ratio reasoning to solve problems</li> </ul> <p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>-Represent and analyze quantitative relationships between dependent and independent variable</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>-Solve mathematical problems and problems in real-world context involving area, surface area and volume</li> </ul>	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>-Reason abstractly and quantitatively</li> <li>-Use appropriate tools strategically</li> <li>-Construct viable arguments and critique the reasoning of others</li> <li>-Attend to precision</li> <li>-Look for and make use of structure</li> <li>-Look for and express regularity in repeated reasoning</li> <li>-Model with mathematics</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>-Use random sampling to draw inferences about a population</li> <li>-Draw informal comparative inferences about two populations</li> <li>-Investigate chance processes and develop, use, and evaluate probability models</li> </ul>	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>-Make sense of problems and persevere in solving them</li> <li>-Reason abstractly and quantitatively</li> <li>-Use appropriate tools strategically</li> <li>-Construct viable arguments and critique the reasoning of others.</li> <li>-Attend to precision</li> <li>-Look for and make use of structure</li> <li>-Look for and express regularity in repeated reasoning</li> <li>-Model with mathematics</li> </ul> <p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>-Understand the connections between proportional relationships, lines, and linear equations</li> </ul> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>-Use functions to model relationships between quantities</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>-Investigate patterns of association in bivariate data</li> <li>-Investigate chance processes and develop, use, and evaluate probability models</li> </ul>

## **References**

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<sup>4</sup>National Research Council (NRC). (2012). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. Washington, DC: The National Academies Press.

<sup>5</sup>National Science Teachers Association. (2015, October). National Science Teachers Association. Retrieved June 13, 2018, from NSTA Position Statement: Safety and School Science Instruction: <http://www.nsta.org/about/positions/safety.aspx>

<sup>6</sup>NGSS Lead States. (2013) *Next Generation Science Standards: For States, By States*. Appendix D Case Studies. Washington, DC: The National Academies Press.

<sup>7</sup>Quinn H., Lee O., Valdés G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know. Paper presented at the Understanding Language Conference, Stanford, CA. Retrieved November 15, 2017 from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

<sup>8</sup>Rodriguez, A. J., & Berryman, C. (2002). Using sociotransformative constructivism to teach for understanding in diverse classrooms: A beginning teacher's journey. *American Educational Research Journal*, 39, 1017-1045.

<sup>9</sup>Spang, M. & Bang, C. A. (2014) *Practice Brief #11: Implementing Meaningful STEM Education with Indigenous Students & Families*. Retrieved November 15, 2017 from <http://stemteachingtools.org/brief/11>.