

Following each **APH product** is a list of the specific educational performance standards they support, drawn from the Next Generation Science Standards (<http://www.nextgenscience.org/next-generation-science-standards>).

**Performance Standards** are organized by grade level and topic (see <http://www.nextgenscience.org/search-standards>) and are presented in bold print followed by Clarification Statements and/or Assessment Boundaries enclosed by brackets.

**MS** refers to Middle School and **HS** refers to High School.

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**Sense of Science: Animals** (Catalog 1-08990-00) **Ages 5-10**

**Sense of Science: Plants** (Catalog 1-08980-00) **Ages 5-10**

**Grade K.** Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

K-LS1-1. **Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

K-ESS2-2. **Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]

K-ESS3-1. **Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.** [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

**Grade 1.** Structure, Function, and Information Processing

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

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

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

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

**Grade 3.** Inheritance and Variation of Traits: Life Cycles and Traits

**3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.** [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary:

Assessment of plant life cycles is limited to those of flowering plants.

Assessment does not include details of human reproduction.]

Assessment does not include details of human reproduction.]

**3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.** [Clarification

Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits.

Assessment is limited to non-human examples.]

**3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.** [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]

**Grade 3.** Interdependent Relationships in Ecosystems

**3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.** [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]

**Grade 4.** Structure, Function, and Information Processing

**4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]

**4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.** [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]

**Grade 5.** Matter and Energy in Organisms and Ecosystems

**5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.** [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]

**5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.** [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]

**5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was**

**once energy from the sun.** [Clarification Statement: Examples of models could include diagrams, and flow charts.]

**Sense of Science: Astronomy** (Catalog 1-08991-00) **Ages 8 and up.**

**Grade 5.** Space Systems: Stars and the Solar System

5-ESS1-1. **Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.** [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]

**MS.** Space Systems

MS-ESS1-1. **Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.** [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]

MS-ESS1-2. **Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.** [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).] [Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]

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

## HS. Space Systems

HS-ESS1-1. **Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation.** [Clarification Statement:

Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.] [Assessment Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.]

HS-ESS1-2. **Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.** [Clarification

Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the Big Bang theory (3/4 hydrogen and 1/4 helium).]

HS-ESS1-3. **Communicate scientific ideas about the way stars, over their life cycle, produce elements.** [Clarification Statement: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.]

[Assessment Boundary: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.]

**Tactile Demonstration Thermometer** (Catalog 1-03030-00)

**Ages 6 and up.**

## Grade K. Weather and Climate

K-PS3-1. **Make observations to determine the effect of sunlight on Earth's surface.** [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]

K-PS3-2. **Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.** [Clarification

Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

**K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.** [Clarification Statement: Examples of

qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month.

Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]

**Tactile Anatomy Atlas** (Catalog 1-08845-00) **Ages 12 and up.**

**Grade 4.** Structure, Function, and Information Processing

**4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.** [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]

**4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]

**MS.** Structure, Function, and Information Processing

**MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.** [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]

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

[Clarification Statement: Emphasis is on the cell functioning as a whole

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

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

[Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]

**HS. Structure and Function**

**HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** [Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.] [Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.]

**Azer's Interactive Periodic Table Study Set** (Catalog 1-08856-00) **Ages 10 and up.**

**MS. Structure and Properties of Matter**

**MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds.]

Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.]

### **MS. Chemical Reactions**

**MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.** [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]

### **MS. Matter and Energy in Organisms and Ecosystems**

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

### **HS. Structure and Properties of Matter**

**HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.** [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.] [Assessment Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]

**HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.** [Clarification Statement: Emphasis is on simple qualitative models, such as



pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.] [Assessment Boundary: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.]

## **HS. Chemical Reactions**

**HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.** [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] [Assessment Boundary: Assessment is limited to chemical reactions involving main group elements and combustion reactions.]

**HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.** [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.] [Assessment Boundary: Assessment does not include complex chemical reactions.]

## **HS. Matter and Energy in Organisms and Ecosystems**

**HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** [Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.] [Assessment Boundary: Assessment does not include specific biochemical steps.]

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

is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.] [Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.]

**Periodic Table of the Elements Reference Chart and Booklet; Print**  
(Catalog 7-08855-00) **MS through HS**

**Periodic Table of the Elements Reference Chart and Booklet; Braille**  
(Catalog 5-08855-00) **MS through HS**

**MS.** Structure and Properties of Matter

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

**HS.** Structure and Properties of Matter

**HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.** [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.] [Assessment Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]

**4-Box Punnett Squares** (Catalog 1-08977-00) **MS through HS**

**16-Box Punnett Squares** (Catalog 1-08890-00) **MS through HS**

**MS.** Growth, Development, and Reproduction of Organisms

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

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

**HS. Inheritance and Variation of Traits**

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

[Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits.] [Assessment Boundary: Assessment does not include Hardy-Weinberg calculations.]

**DNA Twist** (Catalog 1-08978-00) **MS through HS**

**DNA-RNA Kit** (Catalog 1-08979-00) **MS through HS**

**Genetic Code Large Print Braille** (Catalog 1-08977-00) **MS through HS**

**MS. Growth, Development, and Reproduction of Organisms**

**MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.** [Clarification Statement:

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

**HS. Structure and Function**

**HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.** [Assessment Boundary: Assessment does not include identification of

specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.]

## **HS. Inheritance and Variation of Traits**

**HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.** [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]

**HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.** [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]

**Life Science Tactile Graphics** (Catalog 1-08840-00) **Grade 4 through HS; Number and title of suggested graphics follow Clarification Statements and Assessment Boundaries.**

## **Grade 4. Structure, Function, and Information Processing**

**4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.] **33 Tree Canopy & Roots; 39 Parts of a Flower; 41 Seed Germination; 50 Fish Internal Organs**

**4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.** [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.] **28 The Eye; 29 The Ear; 31 Sense of Taste**

**Grade 5. Matter and Energy in Organisms and Ecosystems**

**5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.** [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.] **35 Plant Intake and Output**

**5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.** [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.] **55 Carbon Cycle; 56 Food Web**

**MS. Structure, Function, and Information Processing**

**MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.** [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.] **2 Cell Sizes and Shapes; 3 Comparing Animal and Plant Cells; 6 Prokaryotic Cell; 7 Bacterial Types**

**MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.** [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.] **3 Comparing Animal and Plant Cells; 4 Mitochondrion; 5 Chloroplast**

**MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.** [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment

Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.] **46 Flatworm and Roundworm; 47 Snail Body Plan; 49 Insect Feeding Adaptations; 50 Fish Internal Organs**

**MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.** [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.] **26 Skin Cross-Section; 27 Neuron; 28 The Eye; 29 The Ear; 31 Sense of Taste**

**MS. Matter and Energy in Organisms and Ecosystems**

**MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.** [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.] **5 Chloroplast**

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

[Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]

**56 Food Web**

**MS. Natural Selection and Adaptations**

**MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.** [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.] **24 Forelimb Bones**

**MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed**

**anatomy.** [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.] [Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.] **25 Comparative Embryology**

**HS. Structure and Function**

HS-LS1-1. **Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.** [Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.] **8 DNA; 9 DNA Double Helix; 10 DNA Replication; 11 Translation**

**HS. Matter and Energy in Organisms and Ecosystems**

HS-LS1-5. **Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** [Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.] [Assessment Boundary: Assessment does not include specific biochemical steps.] **5 Chloroplast; 35 Plant Intake and Output**

HS-LS2-4. **Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.** [Clarification Statement: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.] [Assessment Boundary: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.] **54 Water Cycle; 55 Carbon Cycle; 56 Food Web**

HS-LS2-5. **Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the**

**biosphere, atmosphere, hydrosphere, and geosphere.** [Clarification Statement: Examples of models could include simulations and mathematical models.] [Assessment Boundary: Assessment does not include the specific chemical steps of photosynthesis and respiration.] **55 Carbon Cycle**

**HS. Inheritance and Variation of Traits**

**HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.** [Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.] **14 Mitosis**

**HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.** [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.] **15 Meiosis I; 16 Meiosis II; 17 Non-disjunction in Meiosis I; 18 Non-disjunction in Meiosis II**

**Basic Science Tactile Graphics** (Catalog 1-08850-00) **Ages 7 and up; Number and title of suggested graphics follow Clarification Statements and Assessment Boundaries.**

**Grade 2. Earth's Systems: Processes that Shape the Earth**

**2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.** [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.] **29 Volcano Formation; 30 Earthquake Shifts Earth Layers; 31 World Map Showing Earthquake Zones; 32 Map of Earthquake and Volcano Zones**

**2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.** [Assessment Boundary: Assessment does not include quantitative scaling in models.] **31 World Map Showing Earthquake Zones; 32 Map of Earthquake and Volcano Zones**



**Grade 3.** Weather and Climate

3-ESS2-2. **Obtain and combine information to describe climates in different regions of the world.** [Clarification Statement and Assessment Boundaries not given.] **38 Direct Rays and Slanting Rays**

**Grade 4.** Structure, Function, and Information Processing

4-PS4-2. **Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.** [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.] **18 Image Formation on Retina**

4-LS1-1. **Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.] **1 Leaf Shapes and Veins; 2 Parts of a Seed; 3 Germination of a Bean Plant; 4 Parts of a Flower; 5 Fertilization; 6 Types of Roots; 8 Sea Anemone; 9 Flatworms; 10 Segmented Worms; 11 Insect**

4-LS1-2. **Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.** [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.] **18 Image formation on Retina**

**Grade 4.** Energy

4-PS3-2. **Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.** [Assessment Boundary: Assessment does not include quantitative measurements of energy.] **21 Sound Frequencies; 35 Wave Breaking on Shore**

4-PS3-4. **Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.** [Clarification Statement: Examples of devices could include electric circuits that convert

electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.] **47 Inside a Battery & Flow of Current; 48 Circuitry Symbols; 49 Inside a Lightbulb; 51 Propulsion; 52 Powering a Rocket**

**Grade 4.** Earth's Systems: Processes that Shape the Earth

4-ESS1-1. **Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.** [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.] **30 Earthquake Shifts Earth Layers**

4-ESS2-2. **Analyze and interpret data from maps to describe patterns of Earth's features.** [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.] **31 World Map Showing Earthquake Zones; 32 Map of Earthquake and Volcano Zones**

**Grade 5.** Space Systems: Stars and the Solar System

5-PS2-1. **Support an argument that the gravitational force exerted by Earth on objects is directed down.** [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.] **50 Forces Acting on Airplane in Flight**

**Grade 5.** Earth's Systems

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

[Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.] **23 North American Air Masses; 24 Cold Front; 25 Warm Front; 26 Weather Symbols/Weather Map of US; 27 The Atmosphere**

## **MS. Structure and Properties of Matter**

**MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.] **43 Atom**

**MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.** [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawing and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.] **43 States of Matter**

## **MS. Forces and Interactions**

**MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.** [Clarification Statement: Examples of this phenomenon could include the

interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.] [Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.] **45 Field Around Bar Magnet; 46 Fields Around Magnetic Poles**

**MS.** Waves and Electromagnetic Radiation

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

[Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.] **18 Image formation on Retina & Refraction; 19 Reflection; 20 Curved Mirrors**

**MS.** Structure, Function, and Information Processing

MS-LS1-1. **Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.** [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.] **7 Plant Cell**

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

[Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.] **7 Plant Cell**

**MS.** Space Systems

MS-ESS1-1. **Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.** [Clarification Statement: Examples of models

can be physical, graphical, or conceptual.] **34 Moon's Effect on Tides; 36 Sunlight on the Moon and Earth & Moon Phases; 37 Summer and Winter Sunlight; 38 Direct Rays and Slanting Rays**

**MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.** [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).] [Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.] **39 Elliptical Paths of Planets Around the Sun; 41 The Solar System; 42 Stars in the Milky Way Galaxy**

**MS.** History of the Earth

**MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.** [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of *Homo sapiens*) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] [Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.] **30 Earthquake Shifts Earth Layers**

**MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.** [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events.

Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.] **29 Volcano Formation; 30 Earthquake Shifts Earth Layers; 31 World Map Showing Earthquake Zones; 32 Map of Earthquake and Volcano Zones**

**MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.** [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] [Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.] **33 Ocean Floor**

#### **MS. Weather and Climate**

**MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.** [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.] **23 North American Air Masses; 24 Cold Front; 25 Warm Front; 26 Weather Symbols/Weather Map of US**

#### **HS. Forces and Interactions**

**HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.** [Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.] **45 Field Around Bar Magnet; 46 Fields**

## **Around Magnetic Poles; 47 Inside a Battery & Flow of Current; 48 Circuitry Symbols**

### **HS. Energy**

HS-PS3-5. **Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.** [Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.] [Assessment Boundary: Assessment is limited to systems containing two objects.] **46 Fields Around Magnetic Poles**

### **HS. History of the Earth**

HS-ESS2-1. **Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.** [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.] **33 Ocean Floor**

### **HS. Earth's Systems**

HS-ESS2-3. **Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.** [Clarification Statement: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.] **28 Earth's Layers**

**HS.** Inheritance and Variance of Traits

HS-LS1-4. **Use a model to illustrate the role of cellular division**

**(mitosis) and differentiation in producing and maintaining complex organisms.** [Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.] **13**

**Mitosis**