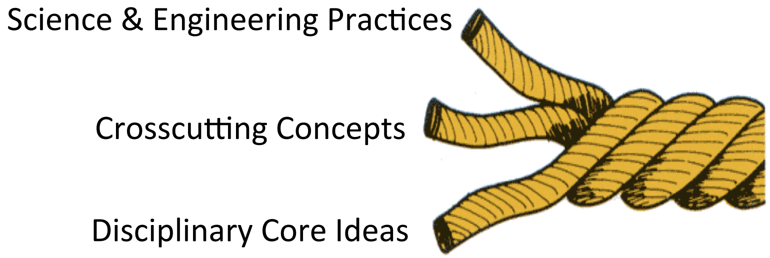
3 Dimensions



Science and Engineering Practices

1. Asking Questions (for science) and Defining Problems (for engineering)
2. Developing and Using Models
3. Planning and Carrying Out Investigations
4. Analyzing and Interpreting Data
5. Using Mathematics and Computational Thinking
6. Constructing Explanations (for sci) and Designing Solutions (for eng)
7. Engaging in Argument from Evidence
8. Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PHYSICAL SCIENCES
PS1: Matter and Its Interactions
PS2: Motion and Stability: Forces and Interactions
PS3: Energy
PS4: Waves and Their Applications in Technologies for Information Transfer

LIFE SCIENCES
LS1: From Molecules to Organisms: Structures and Processes
LS2: Ecosystems: Interactions, Energy, and Dynamics
LS3: Heredity: Inheritance and Variation of Traits
LS4: Biological Evolution: Unity and Diversity

EARTH AND SPACE SCIENCES
ESS1: Earth's Place in the Universe
ESS2: Earth's Systems
ESS3: Earth and Human Activity

ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE
ETS1: Engineering Design
ETS2: Links Among Engineering, Technology, Science, and Society

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Crosscutting Concepts

1. Patterns
2. Cause and Effect: Mechanisms and Explanation
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter: Flows, Cycles, and Conservation
6. Structure and Function
7. Stability and Change

NEXT GENERATION SCIENCE STANDARDS

Inside the NGSS Box

What Is Assessed

A collection of several performance expectations describing what students should be able to do at the end of instruction

Foundation Box

The practices, disciplinary core ideas, and crosscutting concepts from the *Framework for K-12 Science Education* that were used to form the performance expectations

Connection Box

Places elsewhere in *NGSS* or in the *Common Core State Standards* that have connections to the performance expectations on this page

Title

The title for a set of performance expectations is not necessarily unique and may be reused at several different grade levels.

MS-LS2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

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.]

MS-LS2-4. **Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.**
[Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]

MS-LS2-5. **Evaluate competing design solutions for maintaining biodiversity and ecosystem services.***
[Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education:*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. • Develop a model to describe phenomena. (MS-LS2-3) **Engaging in Argument from Evidence** Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). • Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-LS2-4) • Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-LS2-5) **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** • Science disciplines share common rules of obtaining and evaluating empirical evidence. (MS-LS2-4)	**LS2.B: Cycle of Matter and Energy Transfer in Ecosystems** • Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (MS-LS2-3) **LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4) • Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5) **LS4.D: Biodiversity and Humans** • Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (secondary to MS-LS2-5) **ETS1.B: Developing Possible Solutions** • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (secondary to MS-LS2-5)	**Energy and Matter** • The transfer of energy can be tracked as energy flows through a natural system. (MS-LS2-3) **Stability and Change** • Small changes in one part of a system might cause large changes in another part. (MS-LS2-4), (MS-LS2-5) **Connections to Engineering, Technology, and Applications of Science** **Influence of Science, Engineering, and Technology on Society and the Natural World** • The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-LS2-5) **Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-LS2-3) **Science Addresses Questions About the Natural and Material World** • Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS2-5)

Connections to other DCIs in this grade-band: **MS.PS1.B** (MS-LS2-3); **MS.LS4.C** (MS-LS2-4); **MS.LS4.D** (MS-LS2-4); **MS.ESS2.A** (MS-LS2-3),(MS-LS2-4); **MS.ESS3.C** (MS-LS2-4),(MS-LS2-5)

Articulation across grade-bands: **3.LS2.C** (MS-LS2-4); **3.LS4.D** (MS-LS2-4); **5.LS2.A** (MS-LS2-3); **5.LS2.B** (MS-LS2-3); **HS.PS3.B** (MS-LS2-3); **HS.LS1.C** (MS-LS2-3); **HS.LS2.A** (MS-LS2-5); **HS.LS2.B** (MS-LS2-3); **HS.LS2.C** (MS-LS2-4),(MS-LS2-5); **HS.LS4.C** (MS-LS2-4); **HS.LS4.D** (MS-LS2-4),(MS-LS2-5); **HS.ESS2.A** (MS-LS2-3); **HS.ESS2.E** (MS-LS2-4); **HS.ESS3.A** (MS-LS2-5); **HS.ESS3.B** (MS-LS2-4); **HS.ESS3.C** (MS-LS2-4),(MS-LS2-5); **HS.ESS3.D** (MS-LS2-5)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-4)
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (MS-LS2-5)
RI.8.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (MS-LS-4),(MS-LS2-5)
WHST.6-8.1	Write arguments to support claims with clear reasons and relevant evidence. (MS-LS2-4)
WHST.6-8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (MS-LS2-4)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS2-3)

Mathematics –

MP.4	Model with mathematics. (MS-LS2-5)
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-LS2-5)
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS2-3)

Performance Expectations

A statement that combines practices, core ideas, and crosscutting concepts together to describe how students can show what they have learned.

Clarification Statement

A statement that supplies examples or additional clarification to the performance expectation.

Assessment Boundary

A statement that provides guidance about the scope of the performance expectation at a particular grade level.

Engineering Connection (*)

An asterisk indicates a performance expectation integrates traditional science content with engineering through a practice or core idea.

Scientific & Engineering Practices

Activities that scientists and engineers engage in to either understand the world or solve a problem

Disciplinary Core Ideas

Concepts in science and engineering that have broad importance within and across disciplines as well as relevance in people's lives.

Crosscutting Concepts

Ideas, such as *Patterns* and *Cause and Effect*, which are not specific to any one discipline but cut across them all.

Connections to Engineering, Technology and Applications of Science

These connections are drawn from the disciplinary core ideas for engineering, technology, and applications of science in the *Framework*.

Connections to Nature of Science

Connections are listed in either the practices or the crosscutting connections section of the foundation box.

Codes for Performance Expectations

Every performance expectation has a unique code and items in the foundation box and connection box reference this code. In the connections to common core, italics indicate a potential connection rather than a required prerequisite connection.

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