Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Seven – Integrated Course
Standards Arranged by Topic

California Department of Education
Clarification statements were created by the writers of NGSS to supply examples or additional clarification to the performance expectations and assessment boundary statements.
*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.
**California clarification statements, marked with double asterisks, were incorporated by the California Science Expert Review Panel.
The section entitled "Disciplinary Core Ideas" is reproduced verbatim from *A Framework for K–12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Revised March 2015.

MS Matter and Energy in Organisms and Ecosystems

MS Matter and Energy in Organisms and Ecosystems
Students who demonstrate understanding can: **MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.** [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.] **MS-LS1-7. Develop a model to describe how food 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.] **MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.** [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.] **MS-LS2-3. 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.]

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) ▪ Develop a model to describe unobservable mechanisms. (MS-LS1-7) **Analyzing and Interpreting Data** Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. ▪ Analyze and interpret data to provide evidence for phenomena. (MS-LS2-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6–8 builds on K–5 experiences	**PS3.D: Energy in Chemical Processes and Everyday Life** ▪ The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen. (secondary to MS-LS1-6) ▪ Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. (secondary to MS-LS1-7) **LS1.C: Organization for Matter and Energy Flow in Organisms** ▪ Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases	**Cause and Effect** ▪ Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-LS2-1) **Energy and Matter** ▪ Matter is conserved because atoms are conserved in physical and chemical processes. (MS-LS1-7) ▪ Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (MS-LS1-6) ▪ 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) --- ***Connections to Nature of Science***

and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories. ▪ Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-LS1-6) **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). ▪ Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-LS2-4) ---	oxygen. These sugars can be used immediately or stored for growth or later use. (MS-LS1-6) ▪ Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (MS-LS1-7) **LS2.A: Interdependent Relationships in Ecosystems** ▪ Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1) ▪ In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (MS-LS2-1) ▪ Growth of organisms and population increases are limited by access to resources. (MS-LS2-1) **LS2.B: Cycle of Matter and Energy Transfer in Ecosystems** ▪ Food webs are models that demonstrate how matter and energy is transferred	**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)

Connections to Nature of Science **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical connections between evidence and explanations. (MS-LS1-6) ▪ Science disciplines share common rules of obtaining and evaluating empirical evidence. (MS-LS2-4)	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)	
Connections to other DCIs in this grade-band: **MS.PS1.B** (MS-LS1-6),(MS-LS1-7),(MS-LS2-3); **MS.LS4.C** (MS-LS2-4); **MS.LS4.D** (MS-LS2-4); **MS.ESS2.A** (MS-LS1-6),(MS-LS2-3),(MS-LS2-4); **MS.ESS3.A** (MS-LS2-1),(MS-LS2-4); **MS.ESS3.C** (MS-LS2-1),(MS-LS2-4)		
Articulation across grade-bands: **3.LS2.C** (MS-LS2-1),(MS-LS2-4); **3.LS4.D** (MS-LS2-1),(MS-LS2-4); **5.PS3.D** (MS-LS1-6),(MS-LS1-7); **5.LS1.C** (MS-LS1-6),(MS-LS1-7); **5.LS2.A** (MS-LS1-6),(MS-LS2-1),(MS-LS2-3); **5.LS2.B** (MS-LS1-6),(MS-LS1-7),(MS-LS2-3); **HS.PS1.B** (MS-LS1-6),(MS-LS1-7); **HS.PS3.B** (MS-LS2-3); **HS.LS1.C** (MS-LS1-6),(MS-LS1-7),(MS-LS2-3); **HS.LS2.A** (MS-LS2-1); **HS.LS2.B** (MS-LS1-6),(MS-LS1-7),(MS-LS2-3); **HS.LS2.C** (MS-LS2-4); **HS.LS4.C** (MS-LS2-1),(MS-LS2-4) ; **HS.LS4.D** (MS-LS2-1),(MS-LS2-4); **HS.ESS2.A** (MS-LS2-3); **HS.ESS2.D** (MS-LS1-6); **HS.ESS2.E** (MS-LS2-4); **HS.ESS3.A** (MS-LS2-1); **HS.ESS3.B** (MS-LS2-4); **HS.ESS3.C** (MS-LS2-4)		

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California Common Core State Standards Connections:

ELA/Literacy –

RST.6–8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-6),(MS-LS2-1),(MS-LS2-4)
RST.6–8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-LS1-6)
RST.6–8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS2-1)
RI.8.8	Delineate 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-LS2-4)
WHST.6–8.1.a–e	Write arguments focused on *discipline-specific content.* (MS-LS2-4)
WHST.6–8.2.a–f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (MS-LS1-6)
WHST.6–8.9	Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS1-6),(MS-LS2-4)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS1-7),(MS-LS2-3)

Mathematics –

6.EE.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-LS1-6),(MS-LS2-3)

MS Interdependent Relationships in Ecosystems

MS Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]

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
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. ▪ Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (MS-LS2-2)	**LS2.A: Interdependent Relationships in Ecosystems** ▪ Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions	**Patterns** ▪ Patterns can be used to identify cause and effect relationships. (MS-LS2-2) **Stability and Change** ▪ Small changes in one part of a system might cause large changes in another part. (MS-LS2-5) -- ***Connections to Engineering, Technology, and Applications of Science***

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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). ▪ Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-LS2-5)	of organisms with their environments, both living and nonliving, are shared. (MS-LS2-2) **LS2.C: Ecosystem Dynamics, Functioning, and Resilience** ▪ 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)	**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*** **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.LS1.B** (MS-LS2-2); **MS.ESS3.C** (MS-LS2-5)		
Articulation across grade-band: **1.LS1.B** (MS-LS2-2); **HS.LS2.A** (MS-LS2-2),(MS-LS2-5); **HS.LS2.B** (MS-LS2-2); **HS.LS2.C** (MS-LS2-5); **HS.LS2.D** (MS-LS2-2);**.LS4.D** (MS-LS2-5); **HS.ESS3.A** (MS-LS2-5); **HS.ESS3.C** (MS-LS2-5); **HS.ESS3.D** (MS-LS2-5)		
California Common Core State Standards Connections:		

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ELA/Literacy –	
RST.6–8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-2)
RST.6–8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (MS-LS2-5)
RI.8.8	Delineate 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-LS2-5)
WHST.6–8.2.a–f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (MS-LS2-2)
WHST.6–8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (MS-LS2-2)
SL.8.1.a–d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly. (MS-LS2-2)
SL.8.4	Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA** (MS-LS2-2)
Mathematics –	
MP.4	Model with mathematics. (MS-LS2-5)
6.RP.3.a-d	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations... (MS-LS2-5)
6.SP.5.a-d	Summarize numerical data sets in relation to their context. (MS-LS2-2)

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MS History of Earth

MS History of Earth
Students who demonstrate understanding can: **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.] **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.]
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
Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. ▪ Analyze and interpret data to provide evidence for phenomena. (MS-ESS2-3)	**ESS1.C: The History of Planet Earth** ▪ Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (HS.ESS1.C GBE) (secondary to MS-ESS2-3) **ESS2.A: Earth's Materials and Systems** ▪ The planet's systems interact over	**Patterns** ▪ Patterns in rates of change and other numerical relationships can provide information about natural systems. (MS-ESS2-3) **Scale Proportion and Quantity** ▪ Time, space, and energy phenomena can be observed at various scales using

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Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. ▪ Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-ESS2-2) **--** ***Connections to Nature of Science*** **Scientific Knowledge is Open to Revision in Light of New Evidence** ▪ Science findings are frequently revised and/or reinterpreted based on new evidence. (MS-ESS2-3)	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. (MS-ESS2-2) **ESS2.B: Plate Tectonics and Large-Scale System Interactions** ▪ Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (MS-ESS2-3) **ESS2.C: The Roles of Water in Earth's Surface Processes** ▪ Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (MS-ESS2-2)	models to study systems that are too large or too small. (MS-ESS2-2)
Connections to other DCIs in this grade-band: **MS.PS1.B** (MS-ESS2-2); **MS.LS2.B** (MS-ESS2-2); **MS.LS4.A** (MS-ESS2-3)		
Articulation of DCIs across grade-bands: **3.LS4.A** (MS-ESS2-3); **3.ESS3.B** (MS-ESS2-3); **4.ESS1.C** (MS-ESS2-2),(MS-ESS2-3);		

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4.ESS2.A (MS-ESS2-2); **4.ESS2.B** (MS-ESS2-3); **4.ESS2.E** (MS-ESS2-2); **4.ESS3.B** (MS-ESS2-3); **5.ESS2.A** (MS-ESS2-2); **HS.PS3.D** (MS-ESS2-2); **HS.LS2.B** (MS-ESS2-2); **HS.LS4.A** (MS-ESS2-3); **HS.LS4.C** (MS-ESS2-3); **HS.ESS1.C** (MS-ESS2-2),(MS-ESS2-3); **HS.ESS2.A** (MS-ESS2-2),(MS-ESS2-3); **HS.ESS2.B** (MS-ESS2-2),(MS-ESS2-3); **HS.ESS2.C** (MS-ESS2-2); **HS.ESS2.D** (MS-ESS2-2); **HS.ESS2.E** (MS-ESS2-2); **HS.ESS3.D** (MS-ESS2-2)

California Common Core State Standards Connections:

ELA/Literacy –

RST.6–8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS2-2),(MS-ESS2-3)
RST.6–8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS2-3)
RST.6–8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ESS2-3)
WHST.6–8.2.a–f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (MS-ESS2-2)
SL.8.5	Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-ESS2-2)

Mathematics –

MP.2	Reason abstractly and quantitatively. (MS-ESS2-2),(MS-ESS2-3)
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.(MS-ESS2-2),(MS-ESS2-3)
7.EE.4.a,b	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS2-2),(MS-ESS2-3)

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MS Earth's Systems

MS Earth's Systems

Students who demonstrate understanding can:

MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]

MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]

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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 and use a model to describe phenomena. (MS-ESS2-1)	**ESS2.A: Earth's Materials and Systems** ▪ All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.	**Cause and Effect** ▪ Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1) **Stability and Change** ▪ Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.

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Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. ▪ Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-ESS3-1)	(MS-ESS2-1) **ESS3.A: Natural Resources** ▪ Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (MS-ESS3-1)	(MS-ESS2-1) -- ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Science, Engineering, and Technology on Society and the Natural World** ▪ All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ESS3-1)
Connections to other DCIs in this grade-band: **MS.PS1.A** (MS-ESS2-1),(MS-ESS3-1); **MS.PS1.B** (MS-ESS2-1),(MS-ESS3-1); **MS.PS3.B** (MS-ESS2-1); **MS.LS2.B** (MS-ESS2-1); **MS.LS2.C** (MS-ESS2-1); **MS.ESS1.B** (MS-ESS2-1); **MS.ESS2.D** (MS-ESS3-1); **MS.ESS3.C** (MS-ESS2-1)		
Articulation of DCIs across grade-bands: **4.PS3.B** (MS-ESS2-1); **4.PS3.D** (MS-ESS3-1); **4.ESS2.A** (MS-ESS2-1); **4.ESS3.A** (MS-ESS3-1); **5.ESS2.A** (MS-ESS2-1); **HS.PS1.B** (MS-ESS2-1); **HS.PS3.B** (MS-ESS2-1),(MS-ESS3-1); **HS.LS1.C** (MS-ESS2-1),(MS-ESS3-1); **HS.LS2.B** (MS-ESS2-1); **HS.ESS2.A** (MS-ESS2-1),(MS-ESS3-1); **HS.ESS2.B** (MS-ESS3-1); **HS.ESS2.C** (MS-ESS2-1),(MS-ESS3-1); **HS.ESS2.E** (MS-ESS2-1); **HS.ESS3.A** (MS-ESS3-1)		
California Common Core State Standards Connections: *ELA/Literacy –* **RST.6–8.1** Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS3-1) **WHST.6–8.2.a–f** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments,		

	or technical processes. (MS-ESS3-1)
WHST.6–8.9	Draw evidence from informational texts to support analysis, reflection, and research. (MS-ESS3-1)
SL.8.5	Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-ESS2-1)
Mathematics –	
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS3-1)
7.EE.4.a,b	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS3-1)

Grade Seven – Integrated Course
Standards Arranged by Topic

MS Structure and Properties of Matter

MS Structure and Properties of Matter

Students who demonstrate understanding can:

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.]

MS-PS1-3. **Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.** [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]

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 drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]

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 and progresses to developing, using and	**PS1.A: Structure and Properties of Matter** ▪ Substances are made from different types of atoms, which combine with one another	**Cause and Effect** ▪ Cause and effect relationships may be used to predict phenomena in natural or

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**California clarification statements, marked with double asterisks, were incorporated by the California Science Expert Review Panel
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revising models to describe, test, and predict more abstract phenomena and design systems. ▪ Develop a model to predict and/or describe phenomena. (MS-PS1-1),(MS-PS1-4) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods. ▪ Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3)	in various ways. Atoms form molecules that range in size from two to thousands of atoms. (MS-PS1-1) ▪ Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-3) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-2.) ▪ Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (MS-PS1-4) ▪ In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (MS-PS1-4) ▪ Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-1) ▪ The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (MS-PS1-4) **PS1.B: Chemical Reactions** ▪ Substances react chemically in	designed systems. (MS-PS1-4) **Scale, Proportion, and Quantity** ▪ Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-PS1-1) **Structure and Function** ▪ Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS1-3) **---** ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** ▪ Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-PS1-3) **Influence of Science, Engineering and Technology on Society and the Natural**

	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. (MS-PS1-3) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-2 and MS-PS1-5.) **PS3.A: Definitions of Energy** ▪ The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (secondary to MS-PS1-4) ▪ The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal	**World** ▪ The uses 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-PS1-3)

	energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (secondary to MS-PS1-4)	

Connections to other DCIs in this grade-band: **MS.LS2.A** (MS-PS1-3); **MS.LS4.D** (MS-PS1-3); **MS.ESS2.C** (MS-PS1-1),(MS-PS1-4); **MS.ESS3.A** (MS-PS1-3); **MS.ESS3.C** (MS-PS1-3)

Articulation across grade-bands: **5.PS1.A** (MS-PS1-1); **HS.PS1.A** (MS-PS1-1),(MS-PS1-3),(MS-PS1-4); **HS.PS1.B** (MS-PS1-4); **HS.PS3.A** (MS-PS1-4); **HS.LS2.A** (MS-PS1-3); **HS.LS4.D** (MS-PS1-3); **HS.ESS1.A** (MS-PS1-1); **HS.ESS3.A** (MS-PS1-3)

California Common Core State Standards Connections:

ELA/Literacy –

RST.6–8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (MS-PS1-3)

RST.6–8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-1),(MS-PS1-4)

WHST.6–8.8 Gather relevant information from multiple print and digital sources **(primary and secondary)**, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA** (MS-PS1-3)

Mathematics –

MP.2 Reason abstractly and quantitatively. (MS-PS1-1)

MP.4 Model with mathematics. (MS-PS1-1)

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (MS-PS1-1)

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world

contexts, explaining the meaning of 0 in each situation. (MS-PS1-4)

Grade Seven – Integrated Course
Standards Arranged by Topic

MS Chemical Reactions

MS Chemical Reactions

Students who demonstrate understanding can:

MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]

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

MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]

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 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.	**PS1.A: Structure and Properties of Matter** ▪ Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify	**Patterns** ▪ Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-2) **Energy and Matter**

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

**California clarification statements, marked with double asterisks, were incorporated by the California Science Expert Review Panel

The section entitled "Disciplinary Core Ideas" is reproduced verbatim from *A Framework for K–12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*.

Grade Seven – Integrated Course
Standards Arranged by Topic

▪ Develop a model to describe unobservable mechanisms. (MS-PS1-5) **Analyzing and Interpreting Data** Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. ▪ Analyze and interpret data to determine similarities and differences in findings. (MS-PS1-2) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories. ▪ Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. (MS-PS1-6) --	it. (MS-PS1-2) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.) **PS1.B: Chemical Reactions** ▪ Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2),(MS-PS1-5) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.) ▪ The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS1-5) ▪ Some chemical reactions release energy, others store energy. (MS-PS1-6) **ETS1.B: Developing Possible Solutions** ▪ A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (secondary to MS-PS1-6) **ETS1.C: Optimizing the Design Solution** ▪ Although one design may not perform the best across all tests, identifying the	▪ Matter is conserved because atoms are conserved in physical and chemical processes. (MS-PS1-5) ▪ The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6)

Connections to Nature of Science **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS1-2) **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** ▪ Laws are regularities or mathematical descriptions of natural phenomena. (MS-PS1-5)	characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design. (secondary to MS-PS1-6) ▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (secondary to MS-PS1-6)	

Connections to other DCIs in this grade-band: **MS.PS3.D** (MS-PS1-2),(MS-PS1-6); **MS.LS1.C** (MS-PS1-2),(MS-PS1-5); **MS.LS2.B** (MS-PS1-5); **MS.ESS2.A** (MS-PS1-2),(MS-PS1-5)

Articulation across grade-bands: **5.PS1.B** (MS-PS1-2),(MS-PS1-5); **HS.PS1.A** (MS-PS1-6); **HS.PS1.B** (MS-PS1-2)(MS-PS1-5),(MS-PS1-6); **HS.PS3.A** (MS-PS1-6); **HS.PS3.B** (MS-PS1-6); **HS.PS3.D** (MS-PS1-6)

California Common Core State Standards Connections:
ELA/Literacy –

RST.6–8.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (MS-PS1-2)
RST.6–8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS1-6)
RST.6–8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-2),(MS-PS1-5)
WHST.6–8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several

	sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS1-6)
Mathematics –	
MP.2	Reason abstractly and quantitatively. (MS-PS1-2),(MS-PS1-5)
MP.4	Model with mathematics. (MS-PS1-5)
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (MS-PS1-2),(MS-PS1-5)
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (MS-PS1-2)
6.SP.5.a-d	Summarize numerical data sets in relation to their context (MS-PS1-2)

Grade Seven – Integrated Course
Standards Arranged by Topic

MS Human Impacts

MS Human Impacts		
Students who demonstrate understanding can: **MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.** [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]		
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**
Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. ▪ Analyze and interpret data to determine similarities and differences in findings. (MS-ESS3-2)	**ESS3.B: Natural Hazards** ▪ Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (MS-ESS3-2)	**Patterns** ▪ Graphs, charts, and images can be used to identify patterns in data. (MS-ESS3-2)
Connections to other DCIs in this grade-band: **MS.PS3.C** (MS-ESS3-2)		

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Articulation of DCIs across grade-bands: **3.ESS3.B** (MS-ESS3-2); **4.ESS3.B** (MS-ESS3-2); **HS.ESS2.B** (MS-ESS3-2); **HS.ESS2.D** (MS-ESS3-2); **HS.ESS3.B** (MS-ESS3-2); **HS.ESS3.D** (MS-ESS3-2)
California Common Core State Standards Connections: *ELA/Literacy –* **RST.6–8.1** Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS3-2) **RST.6–8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS3-2) Mathematics – **MP.2** Reason abstractly and quantitatively. (MS-ESS3-2) **6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS3-2) **7.EE.4.a,b** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS3-2)

MS Engineering Design

MS Engineering Design

Students who demonstrate understanding can:

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

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

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

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

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
Asking Questions and Defining Problems Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. ▪ Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints,	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS1-1)	**Influence of Science, Engineering, and Technology on Society and the Natural World** ▪ All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ETS1-1) ▪ The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by

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including scientific knowledge that may limit possible solutions. (MS-ETS1-1) **Developing and Using Models** Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. ▪ Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (MS-ETS1-4) **Analyzing and Interpreting Data** Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. ▪ Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3) **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	**ETS1.B: Developing Possible Solutions** ▪ A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4) ▪ There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2), (MS-ETS1-3) ▪ Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3) ▪ Models of all kinds are important for testing solutions. (MS-ETS1-4) **ETS1.C: Optimizing the Design Solution** ▪ Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design. (MS-ETS1-3) ▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test	the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)

the natural and designed world. ▪ Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2)	results leads to greater refinement and ultimately to an optimal solution. (MS-ETS1-4)	

Connections to MS-ETS1.A: Defining and Delimiting Engineering Problems include:
Physical Science: MS-PS3-3
Connections to MS-ETS1.B: Developing Possible Solutions Problems include:
Physical Science: MS-PS1-6, MS-PS3-3, **Life Science:** MS-LS2-5
Connections to MS-ETS1.C: Optimizing the Design Solution include:
Physical Science: MS-PS1-6

Articulation of DCIs across grade-bands: **3–5.ETS1.A** (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3); **3–5.ETS1.B** (MS-ETS1-2),(MS-ETS1-3),(MS-ETS1-4); **3–5.ETS1.C** (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3),(MS-ETS1-4); **HS.ETS1.A** (MS-ETS1-1),(MS-ETS1-2); **HS.ETS1.B** (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3),(MS-ETS1-4); **HS.ETS1.C** (MS-ETS1-3),(MS-ETS1-4)

California Common Core State Standards Connections:
ELA/Literacy –

RST.6–8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3)
RST.6–8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ETS1-3)
RST.6–8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ETS1-2),(MS-ETS1-3)
WHST.6–8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-ETS1-2)
WHST.6–8.8	Gather relevant information from multiple print and digital sources **(primary and secondary)**, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA** (MS-ETS1-1)

WHST.6–8.9	Draw evidence from informational texts to support analysis, reflection, and research. (MS-ETS1-2)
SL.8.5	Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-ETS1-4)
Mathematics –	
MP.2	Reason abstractly and quantitatively. (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3),(MS-ETS1-4)
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3)
7.SP.7.a,b	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (MS-ETS1-4)