

Appendix B details the connections between the Louisiana Student Standards for Science and the Louisiana Student Standards for Math and ELA.

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Kindergarten

<p>K-PS2-1 Motion and Stability: Forces and Interactions</p> <p>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p>	<p>ELA</p> <p>W.K.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<p>K-PS2-2 Motion and Stability: Forces and Interactions</p> <p>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	<p>ELA</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>SL.K.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>K-PS3-1 Energy</p> <p>Make observations to determine the effect of sunlight on Earth's surface.</p>	<p>ELA</p> <p>W.K.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<p>K-PS3-2 Energy</p> <p>Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p>	
<p>K-LS1-1 From Molecules to Organisms: Structures and Processes</p> <p>Use observations to describe patterns of what plants and animals (including humans) need to survive</p>	<p>ELA</p> <p>W.K.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>

<p>K-ESS2-1 Earth's Systems</p> <p>Use and share observations of local weather conditions to describe patterns over time.</p>	<p>ELA</p> <p>W.K.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>K-ESS2-2 Earth's System</p> <p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p>ELA</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p>K-ESS3-1 Earth and Human Activity</p> <p>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p>ELA</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>MATH</p> <p>K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (counting is limited to groups no larger than 10).</p>
<p>K-ESS3-2 Earth and Human Activity</p> <p>Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.</p>	<p>ELA</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>K-ESS3-3 Earth and Human Activity</p> <p>Communicate solutions that will reduce the impact of</p>	<p>ELA</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas</p>

humans on the land, water,
air, and/or other living things
in the local environment.

clearly.

1st Grade

<p>1-PS4-1 Waves and Their Applications</p> <p>Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p>	<p>ELA</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>1-PS4-2 Waves and Their Applications</p> <p>Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p>	<p>ELA</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>1-PS4-3 Waves and Their Applications</p> <p>Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p>	<p>ELA</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>1-PS4-4 Waves and Their Applications</p> <p>Use tools and materials to design and build a device that uses light or sound to</p>	<p>ELA</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>

<p>solve the problem of communicating over a distance.</p>	<p>Math</p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps</i> (Students do not begin measuring with rulers and the like until grade 2).</p>
<p>1-LS1-1 From Molecules to Organisms: Structures and Processes</p> <p>Use tools and 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.</p>	<p>ELA</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>
<p>1-LS1-2 From Molecules to Organisms: Structures and Processes</p> <p>Read grade-appropriate texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<p>ELA</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.10 With prompting and support read informational texts appropriately complex for grade.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>
<p>1-LS3-1 Heredity: Inheritance and Variation of Traits</p> <p>Make observations to</p>	<p>ELA</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them</p>

<p>construct an evidence-based account that young plants and animals are similar, but not exactly like, their parents.</p>		<p>to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
	<p>MATH</p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	
<p>1-ESS1-1 Earth's Place in the Universe</p> <p>Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p>	<p>ELA</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>1-ESS1-2 Earth's Place in the Universe</p> <p>Make observations at different times of year to relate the amount of daylight to the time of year.</p>	<p>ELA</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
	<p>MATH</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>	

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.5 Fluently add and subtract within 5.

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

2nd Grade

<p>2-PS1-1 Matter and Its Interactions</p> <p>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>	<p>ELA</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.6 Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.</p>
	<p>MATH</p> <p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>
<p>2-PS1-2 Matter and Its Interactions</p> <p>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p>	<p>ELA</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>MATH</p> <p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.</p>

<p>2-PS1-3 Matter and Its Interactions</p> <p>Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p>ELA</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>2-PS1-4 Matter and Its Interactions</p> <p>Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p>ELA</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.8 Describe how reasons or evidence support specific points the author makes in a text</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>2-LS2-1 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>	<p>ELA</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>2-LS2-2 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p>	<p>ELA</p> <p>SL.2.5 Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>MATH</p> <p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>

		<p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>
<p>2-LS4-1 Biological Evolution: Unity and Diversity</p> <p>Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p>ELA</p> <p>W.1.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.1.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	
	<p>MATH</p> <p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	
<p>2-ESS1-1 Earth's Place in the Universe</p> <p>Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>	<p>ELA</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.8 Describe how reasons or evidence support specific points the author makes in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	

	<p>MATH</p> <p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones—called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
<p>2-ESS2-1 Earth's Systems</p> <p>Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p>	<p>ELA</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>
	<p>MATH</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p>
<p>2-ESS2-2 Earth's System</p> <p>Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<p>ELA</p> <p>SL.2.5 Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>2-ESS2-3 Earth's Systems</p> <p>Obtain and communicate</p>	<p>ELA</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

information to identify where water is found on Earth and that it can be solid or liquid.	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.6 Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.</p>
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3rd Grade

<p>3-PS2-1 Motion and Stability: Forces and Interactions</p> <p>Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p>	<p>ELA</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
	<p>MATH</p> <p>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>
<p>3-PS2-2 Motion and Stability: Forces and Interactions</p> <p>Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	<p>ELA</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

<p>3-PS2-3 Motion and Stability: Forces and Interactions Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p>	<p>ELA</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p>3-PS2-4 Motion and Stability: Forces and Interactions</p> <p>Define a simple design problem that can be solved by applying scientific ideas about magnets.</p>	
<p>3-LS1-1 From Molecules to Organisms: Structures and Processes</p> <p>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>	<p>ELA</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p>3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Construct and support an argument that some animals form groups that help members survive.</p>	<p>ELA</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>

<p>3-LS3-1 Heredity: Inheritance and Variation of Traits</p>	<p>ELA</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>Analyze and interpret data to provide evidence that plants and animals have traits inherited from their parents and that variation of these traits exists in a group of similar organisms.</p>		<p>MATH 2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>
<p>3-LS3-2 Heredity: Inheritance and Variation of Traits</p>	<p>ELA</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
<p>Use evidence to support the explanation that traits can be influenced by the environment.</p>		<p>MATH 2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>

		<p>2.MD.D10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.</p> <p>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>
<p>3-LS4-1 Biological Evolution: Unity and Diversity</p> <p>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p>	<p>ELA</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	
	<p>MATH</p> <p>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>	

<p>3-LS4-2 Biological Evolution: Unity and Diversity</p> <p>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>	<p>ELA</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <hr/> <p>MATH</p> <p>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>
<p>3-LS4-3 Biological Evolution: Unity and Diversity</p> <p>Construct and support an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p>	<p>ELA</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>

	<p>MATH</p> <p>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>
<p>3-LS4-4 Biological Evolution: Unity and Diversity</p> <p>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p>	<p>ELA</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
<p>3-ESS2-1 Earth’s Systems</p> <p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p>	<p>MATH</p> <p>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>

		<p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>
<p>3-ESS2-2 Earth's Systems</p> <p>Obtain and combine information to describe climates in different regions around the world.</p>	ELA	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>3-ESS3-1 Earth and Human Activity</p> <p>Make a claim about the merit of a design solution that reduces the impact of a weather-related hazard.</p>	ELA	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>

4th Grade

<p>4-PS3-1 Energy</p> <p>Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p>	<p>ELA</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>
<p>4-PS3-2 Energy</p> <p>Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>	<p>ELA</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>4-PS3-3 Energy</p> <p>Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p>ELA</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>4-PS3-4 Energy</p> <p>Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p>	<p>ELA</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>

	<p>MATH 3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Example: Twenty-five people are going to the movies. Four people fit in each car. How many cars are needed to get all 25 people to the theater at the same time?</p>
<p>4-PS4-1 Waves and Their Applications in Technologies for Information Transfer</p> <p>Develop a model of waves to describe patterns in terms of amplitude and wavelength and to show that waves can cause objects to move.</p>	<p>ELA SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
	<p>MATH 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
<p>4-PS4-2 Waves and Their Applications in Technologies for Information Transfer</p> <p>Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>	<p>ELA SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
	<p>MATH 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
<p>4-LS1-1 From Molecules to Organisms: Structure and Processes</p> <p>Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	<p>ELA W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
	<p>MATH 3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the</p>

		line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
<p>4-LS1-2 From Molecules to Organisms: Structure and Processes</p> <p>Construct an explanation to describe how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.</p>	ELA	<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>4-ESS1-1 Earth's Place in the Universe</p> <p>Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landforms over time.</p>	<p>ELA</p> <p>MATH</p>	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>3.MD.A.1 Understand time to the nearest minute.</p> <ol style="list-style-type: none"> Tell and write time to the nearest minute and measure time intervals in minutes, within 60 minutes, on an analog and digital clock. Calculate elapsed time greater than 60 minutes to the nearest quarter and half hour on a number line diagram. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. <p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by</p>

		<p>using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (Conversions are limited to one-step conversions.) <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>
<p>4-ESS2-1 Earth's System</p> <p>Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion.</p>	<p>ELA</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	
	<p>MATH</p> <p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (Conversions are limited to one-step conversions.) <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	

<p>4-ESS2-2 Earth's Systems</p> <p>Analyze and interpret data from maps to describe patterns of Earth's features.</p>	<p>ELA RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>MATH 3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction³ or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
<p>4-ESS2-3 Earth's System</p> <p>Ask questions that can be investigated and predict reasonable outcomes about how living things affect the physical characteristics of their environment.</p>	
<p>4-ESS3-1 Earth and Human Activity</p> <p>Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment.</p>	<p>ELA W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

	<p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <hr/> <p>MATH 3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.OA.A.1 Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5.</p>
<p>4-ESS3-2 Earth and Human Activity</p> <p>Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p>ELA RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <hr/> <p>MATH 3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.OA.A.1 Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5.</p>

5th Grade

<p>5-PS1-1 Matter and Its Interactions</p> <p>Develop a model to describe that matter is made of particles too small to be seen.</p>	<p>ELA RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes</p>
<p>5-PS1-2 Matter and Its Interactions</p> <p>Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total amount of matter is conserved.</p>	<p>ELA W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <hr/> <p>MATH 4.MD.A.1. Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (Conversions are limited to one-step conversions.) <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).</p> <p>5.MD.B.2 Make a line plot to display a set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>

		<i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>
<p>5-PS1-3 Matter and Its Interactions</p> <p>Make observations and measurements to identify materials based on their properties.</p>	ELA	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>
<p>5-PS1-4 Matter and Its Interactions</p> <p>Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	ELA	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>
<p>5-PS2-1 Motion and Stability: Forces and Interactions</p> <p>Support an argument that the gravitational force exerted by the Earth is directed down.</p>	ELA	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>5-PS3-1 Matter and Energy in Organisms and Ecosystems</p> <p>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.</p>	ELA	<p>RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

<p>5-LS1-1 From Molecules to Organisms: Structures and Processes</p> <p>Ask questions about how air and water affect the growth of plants.</p>	<p>ELA</p> <p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <hr/> <p>MATH</p> <p>4.MD.A.1. Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (Conversions are limited to one-step conversions.) <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).</p>
<p>5-LS2-1 Ecosystems</p> <p>Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>ELA</p> <p>RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

<p>5-ESS1-1 Earth's Place in the Universe</p> <p>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.</p>	<p>ELA</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
	<p>MATH</p> <p>4.NBT.A.1 Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right. <i>For example, (1) recognize that $700 \div 70 = 10$; (2) in the number 7,246, the 2 represents 200, but in the number 7,426 the 2 represents 20, recognizing that 200 is ten times as large as 20, by applying concepts of place value and division.</i></p> <p>4.NBT.A.2 Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000, to any place.</p> <p>5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.</p> <p>5.NBT.A.2 Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. <i>For example, $10^0 = 1$, $10^1 = 10 \dots$ and $2.1 \times 10^2 = 210$.</i></p>

5-ESS1-2 Earth's Place in the Universe	ELA SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	<p>MATH 4.MD.A.1. Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (Conversions are limited to one-step conversions.) <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction³ or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).</p> <p>5.MD.B.2 Make a line plot to display a set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
5-ESS2-1 Earth's Systems	<p>ELA RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	

5-ESS2-2 Earth's Systems

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

ELA

RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

MATH

4.MD.A.1. Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (Conversions are limited to one-step conversions.) *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*

4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).

5.MD.B.2 Make a line plot to display a set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Percentages are not addressed until grade 6.

<p>5-ESS3-1 Earth and Human Activity</p> <p>Generate and compare multiple solutions about ways individual communities can use science to protect the Earth's resources and environment.</p>	<p>ELA</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>
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6th Grade

<p>6-MS-PS1-1 Matter and Its Interactions</p> <p>Develop models to describe the atomic composition of simple molecules and extended structures.</p>	<p>ELA</p> <p>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).</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
	<p>MATH</p> <p>5.OA.A.1 Use parentheses or brackets in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.A.2 Write simple expressions that record calculations with whole numbers, fractions, and decimals, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 9.21)$ is three times as large as $18,932 + 9.21$, without having to calculate the indicated sum or product.</i></p> <p>5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.A.2 Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. <i>For example, $10^0 = 1$, $10^1 = 10 \dots$ and $2.1 \times 10^2 = 210$.</i></p> <p>5.NBT.A.3 Read, write, and compare decimals to thousandths.</p> <ol style="list-style-type: none"> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. <p>5.NBT.A.4 Use place value understanding to round decimals to any place.</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote</i></p>

		<p><i>candidate A received, candidate C received nearly three votes."</i></p> <p>6.RP.A.2 Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i></p> <p>6.RP.A.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.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed?</i> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
<p>6-MS-PS2-1 Motion and Stability: Forces and Interactions</p> <p>Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p>	<p>MATH</p> <p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>

5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value.

5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation.

6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed?*

6.NS.C.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.

6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.

6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.

- Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.
- Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.

	<p>6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6.EE.B.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.</p> <p>6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations and inequalities of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. Inequalities will include $<$, $>$, \leq, and \geq.</p> <p>6.EE.B.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>
<p>6-MS-PS2-2 Motion and Stability: Forces and Interactions</p> <p>Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.</p>	<p>ELA RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p> <p>MATH 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>5.NBT.5.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value.</p> <p>5.NBT.5.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation.</p>

6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.

6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.

- a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.
- b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.
- c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.

6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.B.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.

6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations and inequalities of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. Inequalities will include $<$, $>$, \leq , and \geq .

6.EE.B.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

6.NS.C.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.

<p>6-MS-PS2-3 Motion and Stability: Forces and Interactions</p> <p>Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p>
<p>6-MS-PS2-4 Motion and Stability: Forces and Interactions</p> <p>Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.</p>	<p>ELA WHST.6-8.1. Write arguments focused on discipline-specific content.</p>
<p>6-MS-PS2-5 Motion and Stability: Forces and Interactions</p> <p>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.</p>	<p>ELA RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p>
<p>6-MS-PS3-1 Energy</p> <p>Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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).</p> <p>MATH 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1,</i></p>

		<p>because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p> <p>6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p> <p>6.RP.A.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.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed? Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
<p>6-MS-PS3-2 Energy</p> <p>Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</p>	ELA	<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>6-MS-PS4-1 Waves and Their Applications in Technologies for Information Transfer</p> <p>Use mathematical representations to describe a simple model for waves that includes how the</p>	<p>ELA</p> <p>MATH</p>	<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1,</p>

<p>amplitude of a wave is related to the energy in a wave and how the frequency and wavelength change the expression of the wave.</p>		<p><i>because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p> <p>6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i></p> <p>6.RP.A.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.</p>
<p>6-MS-PS4-2 Waves and Their Applications in Technologies for Information Transfer</p> <p>Develop and use a model to describe that waves are refracted, reflected, absorbed, transmitted, or scattered through various materials.</p>	ELA	<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>6-MS-ESS1-1 Earth's Place in the Universe</p> <p>Develop and use a model of the Earth-sun-moon system to describe the reoccurring patterns of lunar phases, eclipses of the sun and moon, and seasons.</p>	<p>ELA</p>	<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
	MATH	<p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>
<p>6-ESS1-2 Earth's Place in the Universe</p> <p>Use a model to describe the role of gravity in the motions within galaxies and the solar system.</p>	ELA	<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
	MATH	<p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>

6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

6.RP.A.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.

- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed?
- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
- Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.B.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.

6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations and inequalities of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. Inequalities will include $<$, $>$, \leq , and \geq .

6-MS-ESS1-3 Earth's Place in the Universe

Analyze and interpret data to determine scale properties of objects in the solar system.

ELA

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

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).

	<p>MATH</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p> <p>6.RP.A.2 Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p> <p>6.RP.A.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.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed? Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
<p>6-MS-ESS3-4 Earth and Human Activity</p> <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>MATH</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p> <p>6.RP.A.2 Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio</p>

		<p>relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p> <p>6.RP.A.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.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed? Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. <p>6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6.EE.B.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.</p> <p>6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations and inequalities of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. Inequalities will include $<$, $>$, \leq, and \geq.</p> <p>6.EE.B.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>
6-MSLS1-1 From Molecules to Organisms: Structures and Processes	ELA	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.

<p>Conduct an investigation to provide evidence that living things are made of cells, either one or many different numbers and types.</p>	<p>MATH 5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.A.2 Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. <i>For example, $10^0 = 1$, $10^1 = 10 \dots$ and $2.1 \times 10^2 = 210$.</i></p> <p>5.NBT.A.3 Read, write, and compare decimals to thousandths.</p> <ol style="list-style-type: none"> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. <p>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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>
<p>6- MS-LS1-2 From Molecules to Organisms: Structures and Processes</p> <p>Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p>	<p>ELA SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>6-MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Analyze and interpret data</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually</p>

<p>to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p>	<p>(e.g., in a flowchart, diagram, model, graph, or table).</p>
<p>6-MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p>	<p>ELA</p> <p>RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>SL.6.1. 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.</p> <p>SL.6.4. Present claims and findings, 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.</p> <hr/> <p>MATH</p> <p>5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).</p> <p>5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to

	the shape of the data distribution and the context in which the data were gathered.	
6-MS-LS2-3 Ecosystems: Interactions, Energy, and Dynamics Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	ELA	SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

7th Grade

<p>7-MS-PS1-2 Matter and Its Interactions</p> <p>Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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).</p>
	<p>MATH 6.RP.A.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.</p> <ul style="list-style-type: none"> a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. <p>6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. <p>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per</i></p>

		<p><i>hour, equivalently 2 miles per hour.</i></p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
<p>7-MS-PS1-4 Matter and Its Interactions</p> <p>Develop a model that predicts and describes changes in particle motion, temperature, and the state of a pure substance when thermal energy is added or removed.</p>	ELA	<p>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).</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
	MATH	<p>6.NS.C.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.</p> <p>7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ol style="list-style-type: none"> Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the

		<p>absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>
<p>7-MS-PS1-5 Matter and Its Interactions</p> <p>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.</p>	<p>ELA</p> <p>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).</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	
	<p>MATH</p> <p>6.RP.A.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.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed? Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. <p>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship 	

		<p>between the total cost and the number of items can be expressed as $t = pn$.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>
<p>7-MS-PS3-4 Energy</p> <p>Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p>	ELA	<p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p>
	MATH	<p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p> <p>6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p> <p>6.RP.A.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.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed? Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. <p>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. For example, if a person walks $1/2$ mile in each $1/4$</p>

		<p>hour, compute the unit rate as the complex fraction $\frac{1}{2}/\frac{1}{4}$ miles per hour, equivalently 2 miles per hour.</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
<p>7-MS-ESS2-4 Earth's Systems</p> <p>Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p>	ELA	<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<p>7-MS-ESS2-5 Earth's Systems</p> <p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p>	ELA	<p>RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, 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.</p>
	MATH	<p>6.NS.C.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</p>

		<p>and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ol style="list-style-type: none"> Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. Apply properties of operations as strategies to add and subtract rational numbers.
<p>7-MS-ESS2-6 Earth's Systems</p> <p>Develop and use a model to describe how unequal heating and rotation of the Earth causes patterns of atmospheric and oceanic circulation that determine regional climates.</p>	ELA	<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<p>7-MS-ESS3-5 Earth and Human Activity</p> <p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p>	<p>MATH</p> <p>6.EE.B.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.</p> <p>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</p>

	<p>dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p> <p>7.EE.B.4 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.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>
<p>7-MS-LS1-3 From Molecules to Organisms: Structures and Processes</p> <p>Use an argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RI.7.8 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.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>MATH</p> <p>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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>

<p>7- MS-LS1-6 From Molecules to Organisms: Structures and Processes</p> <p>Construct a scientific explanation based on evidence for the role of photosynthesis and cellular respiration in the cycling of matter and flow of energy into and out of organisms.</p>	<p>ELA</p> <p>RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <hr/> <p>MATH</p> <p>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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p> <p>7.EE.B.4 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.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>
<p>7-MS-LS1-7 From Molecules to Organisms: Structures and Processes</p>	<p>ELA</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>

<p>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.</p>	<p>MATH</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i></p> <p>6.RP.A.2 Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i></p> <p>6.RP.A.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.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed?</i> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
<p>7-MS-LS2-4 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RI.7.8 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.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>7-MS-LS2-5 Ecosystems: Interactions, Energy, and Dynamics</p>	<p>ELA</p> <p>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>

<p>Undertake a design project that assists in maintaining diversity and ecosystem services.</p>	<p>RST.6-8.8 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.</p> <hr/> <p>MATH 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p> <p>6.RP.A.2 Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i></p> <p>6.RP.A.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.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed? Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
<p>7-MS-LS3-2 Heredity: Inheritance and Variation of Traits</p> <p>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.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RST.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RST.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize</p>

	salient points.
	<p>MATH 6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
<p>7-MS-LS4-4 Biological Evolution: Unity and Diversity</p> <p>Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
	<p>MATH 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a. Reporting the number of observations.

		<ul style="list-style-type: none"> b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. <p>7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
<p>7-MS-LS4-5 Biological Evolution: Unity and Diversity</p> <p>Gather, read, and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p>	<p>ELA</p>	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources, 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.</p>

8th Grade

<p>8-MS-PS1-1 Matter and Its Interactions</p> <p>Develop models to describe the atomic composition of simple molecules and extended structures.</p>	<p>ELA 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).</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
	<p>MATH 8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i></p>
<p>8-MS-PS1-3 Matter and Its Interactions</p> <p>Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, 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.</p>
<p>8-MS-PS1-6 Matter and Its Interactions</p> <p>Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</p>	<p>ELA RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p>
<p>8-MS-PS3-3 Energy</p> <p>Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p>	<p>ELA RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p>

<p>8-MS-PS3-5 Energy</p> <p>Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <hr/> <p>MATH 7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> e. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. f. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. g. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. h. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. <p>8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; categorize functions as linear or nonlinear when given equations, graphs, or tables. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1, 1)$, $(2, 4)$ and $(3, 9)$, which are not on a straight line.</i></p>
<p>8-MS-ESS-1-4 Earth's Place in the Universe</p> <p>Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's geologic history.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <hr/> <p>MATH 7.EE.B.4 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.</p> <ul style="list-style-type: none"> a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54

		<p>cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>
<p>8-MS-ESS-2-1 Earth's Systems</p> <p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p>	ELA	<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>8-MS-ESS2-2 Earth's System</p> <p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p>	ELA	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
	MATH	<p>7.EE.B.4 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.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>

<p>8-MS-ESS2-3 Earth's Systems</p> <p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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).</p> <p>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.</p>
	<p>MATH</p> <p>7.EE.B.4 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.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>
<p>8-MS-ESS3-1 Earth and Human Activity</p> <p>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.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
	<p>MATH</p> <p>7.EE.B.4 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.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently.</p>

		<p>Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>
<p>8-MS-ESS3-2 Earth and Human Activity</p> <p>Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p>	ELA	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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).</p>
	MATH	<p>7.EE.B.4 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.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>
<p>8-MS-ESS3-3 Earth and Human Activity</p> <p>Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.</p>	ELA	<p>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.</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and</p>

	conclusions of others while avoiding plagiarism and following a standard format for citation.
	<p>MATH 7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. <p>7.EE.B.4 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.</p> <ol style="list-style-type: none"> Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.
<p>8-MS-LS1-4 From Molecules to Organisms: Structures and Processes</p> <p>Construct and use argument(s) based on empirical evidence and scientific reasoning to support an explanation for</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p>

<p>how characteristic animal behaviors and specialized plant structures affect the probability of survival and successful reproduction of animals and plants respectively.</p>	<p>MATH 8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>
<p>8-MS-LS1-5 From Molecules to Organisms: Structures and Processes</p> <p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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.</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>MATH 8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>
<p>8-MS-LS3-1 Heredity: Inheritance and Variation of Traits</p> <p>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.</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>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).</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>8-MS-LS4-1 Biological Evolution: Unity and Diversity</p> <p>Analyze and interpret data for patterns in the fossil</p>	<p>ELA RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually</p>

record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	(e.g., in a flowchart, diagram, model, graph, or table).
<p>8-MS-LS4-2 Biological Evolution: Unity and Diversity</p> <p>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.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>SL.8.1 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.</p> <p>SL.8.4 Present claims and findings, 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.</p>
<p>8-MS-LS4-3 Biological Evolution: Unity and Diversity</p> <p>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.</p>	<p>ELA</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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).</p>
<p>8-MS-LS4-6 Biological Evolution: Unity and Diversity</p> <p>Use mathematical representations to support explanations of how natural</p>	<p>MATH</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables,

<p>selection may lead to increases and decreases of specific traits in populations of species over time.</p>	<p>graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>
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Physical Science

<p>HS-PS1-1 Matter and Its Interactions</p> <p>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 and the composition of the nucleus of atoms.</p>	<p>ELA RST.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p>HS-PS1-2 Matter and Its Interactions</p> <p>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.</p>	<p>ELA WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS1-7 Matter and Its Interactions</p> <p>Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p>	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>

<p>HS-PS1-8 Matter and Its Interactions</p> <p>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.</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS2-1 Motion and Stability: Forces and Interactions</p> <p>Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</p>	<p>ELA RST.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
	<p>MATH 8. EE.C.7 Solve linear equations in one variable.</p> <ol style="list-style-type: none"> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. <p>8. SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>

8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.

- a. Interpret parts of an expression, such as terms, factors, and coefficients.
- b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*

A1: A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

- a. Factor a quadratic expression to reveal the zeros of the function it defines.
- b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- c. Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. *For example, the growth of bacteria can be modeled by either $f(t) = 3^{(t+2)}$ or $g(t) = 9(3^t)$ because the expression $3^{(t+2)}$ can be rewritten as $(3^t)(3^2) = 9(3^t)$.*

A1: A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential functions.

A1: A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

A1: F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology

	<p>for more complicated cases.</p> <ol style="list-style-type: none"> Graph linear and quadratic functions and show intercepts, maxima, and minima. Graph piecewise linear (to include absolute value) and exponential functions. <p>A1: S-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p>
<p>HS-PS2-2 Motion and Stability: Forces and Interactions</p> <p>Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.</p>	<p>MATH 8. EE.C.7 Solve linear equations in one variable.</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>A1: A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential functions.</p> <p>A1: A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>
<p>HS-PS2-3 Motion and Stability: Forces and Interactions</p> <p>Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.</p>	<p>ELA WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support</p>

		analysis, reflection, and research.
<p>HS-PS2-5 Motion and Stability: Forces and Interactions</p> <p>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.</p>	<p>ELA</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	
<p>HS-PS3-2 Energy</p> <p>Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles/objects and energy associated with the relative positions of particles/objects.</p>	<p>ELA</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	

<p>HS-PS3-3 Energy</p> <p>Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p>	<p>ELA</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>HS-PS3-4 Energy</p> <p>Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>HS-PS3-5 Energy</p> <p>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.</p>	<p>ELA</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to</p>

		add interest.
<p>HS-PS4-1 Waves and Their Applications</p> <p>Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</p>	<p>ELA RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	
	<p>MATH 8. EE.C.7 Solve linear equations in one variable.</p> <ol style="list-style-type: none"> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. <p>A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>A1: A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. <i>For example, the growth of bacteria can be modeled by either $f(t) = 3^{(t+2)}$ or $g(t) = 9(3^t)$ because the expression $3^{(t+2)}$ can be rewritten as $(3^t)(3^2) = 9(3^t)$.</i> <p>A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>	
<p>HS-PS4-4 Waves and Their Applications</p> <p>Evaluate the validity and reliability of claims in</p>	<p>ELA RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of</p>	

published materials regarding the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Life Science

<p>HS-LS1-1 From Molecules to Organisms: Structures and Processes</p> <p>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.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>HS-LS1-2 From Molecules to Organisms: Structures and Processes</p> <p>Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>	<p>ELA</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>HS-LS1-3 From Molecules to Organisms: Structures and Processes</p> <p>Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis in living organisms.</p>	<p>ELA</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

<p>HS-LS1-4 From Molecules to Organisms: Structures and Processes</p> <p>Use a model to illustrate the role of the cell cycle and differentiation in producing and maintaining complex organisms.</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	<p>MATH A1: F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <ul style="list-style-type: none"> a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph piecewise linear (to include absolute value) and exponential functions. <p>A1: F-BF.A.1 Write a linear, quadratic, or exponential function that describes a relationship between two quantities.</p>
<p>HS-LS1-5 From Molecules to Organisms: Structures and Processes</p> <p>Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>HS-LS1-6 From Molecules to Organisms: Structures and Processes</p> <p>Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p>	<p>ELA RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

<p>HS-LS1-7 From Molecules to Organisms: Structures and Processes</p> <p>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.</p>	<p>ELA</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>HS-LS1-8 From Molecules to Organisms: Structures and Processes</p> <p>Obtain, evaluate, and communicate information about (1) viral and bacterial reproduction and adaptation, (2) the body's primary defenses against infection, and (3) how these features impact the design of effective treatment.</p>	<p>ELA</p> <p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>HS-LS2-1 Ecosystems: Interactions, Energy and Dynamics</p> <p>Use mathematical and/or computational representations to support</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

<p>explanations of factors that affect carrying capacity, biodiversity and populations of ecosystems at different scales.</p>	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-LS2-4 Ecosystems: Interactions, Energy and Dynamics</p> <p>Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</p>	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-LS2-6 Ecosystems: Interactions, Energy and Dynamics</p> <p>Evaluate the claims, evidence and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p>	<p>ELA RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>MATH A2: S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>A2: S-IC.B.6 Evaluate reports based on data.</p>

<p>HS-LS2-7 Ecosystems: Interactions, Energy and Dynamics Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	<p>ELA</p> <p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-LS3-1 Heredity: Inheritance and Variation of Traits</p> <p>Formulate, refine, and evaluate questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>HS-LS3-2 Heredity: Inheritance and Variation of Traits</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>

<p>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.</p>	<p>WHST.9-12.1 Write arguments focused on discipline-specific content.</p>
<p>HS-LS3-3 Heredity: Inheritance and Variation of Traits</p> <p>Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p>	
<p>HS-LS4-2 Biological Evolution: Unity and Diversity</p> <p>Construct an explanation based on evidence that biological diversity is influenced by (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p>	<p>ELA RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.1 Write arguments focused on discipline-specific content.</p>
<p>HS-LS4-3 Biological Evolution: Unity and Diversity</p> <p>Apply concepts of statistics</p>	<p>ELA RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>

and probability to support explanations that populations of organisms adapt when an advantageous heritable trait increases in proportion to organisms lacking this trait.		<p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>HS-LS4-4 Biological Evolution: Unity and Diversity</p> <p>Construct an explanation based on evidence for how natural selection and other mechanisms lead to genetic changes in populations.</p>	ELA	<p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

Chemistry

<p>HS-PS1-1 Matter and Its Interactions</p> <p>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 and the composition of the nucleus of atoms.</p>	<p>ELA RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>
<p>HS-PS1-2 Matter and Its Interactions</p> <p>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.</p>	<p>ELA RST.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS1-3 Matter and Its Interactions</p> <p>Plan and conduct an investigation to gather evidence to compare the structure of substances at the macroscale to infer the strength of electrical forces between particles.</p>	<p>ELA RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess</p>

	<p>the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>HS-PS1-4 Matter and Its Interactions</p> <p>Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p>	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS1-4 Matter and Its Interactions</p> <p>Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>HS-PS1-5 Matter and Its Interactions</p> <p>Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p>	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>

		A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
<p>HS-PS1-6 Matter and Its Interactions</p> <p>Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p>	ELA	<p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>HS-PS1-7 Matter and Its Interactions</p> <p>Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p>	MATH	<p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS1-8 Matter and Its Interactions</p> <p>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.</p>	<p>ELA</p> <p>MATH</p>	<p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS2-6 Motion and Stability: Forces and Interactions</p> <p>Communicate scientific</p>	ELA	<p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the</p>

<p>and technical information about why the atomic-level, subatomic-level, and/or molecular level structure is important in the functioning of designed materials.</p>		<p>narration of historical events, scientific procedures/ experiments, or technical processes.</p>
	<p>MATH</p>	<p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS3-1 Energy</p> <p>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.</p>	<p>ELA</p>	<p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	<p>MATH</p>	<p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS3-3 Energy</p> <p>Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p>	<p>ELA</p>	<p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
	<p>MATH</p>	<p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on</p>

		measurement when reporting quantities.
<p>HS-PS3-4 Energy</p> <p>Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).</p>	ELA	<p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>HS-PS3-6 Energy</p> <p>Evaluate the validity and reliability of claims in published materials about the viability of nuclear power as a source of alternative energy relative to other forms of energy (e.g., fossil fuels, wind, solar, geothermal).</p>	ELA	<p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Physics

HS-PS2-1 Motion and Stability: Forces and Interactions

Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

ELA

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

MATH

A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.

- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*

A1: A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

- Factor a quadratic expression to reveal the zeros of the function it defines.
- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. *For example, the growth of bacteria can be modeled by either $f(t) = 3^{(t+2)}$ or $g(t) = 9(3^t)$ because the expression $3^{(t+2)}$ can be rewritten as $(3^t)(3^2) = 9(3^t)$.*

A1: A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential functions.

	<p>A1: A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p> <p>A1: F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <ol style="list-style-type: none"> Graph linear and quadratic functions and show intercepts, maxima, and minima. Graph piecewise linear (to include absolute value) and exponential functions. <p>A1: S-D.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p>
<p>HS-PS2-2 Motion and Stability: Forces and Interactions</p> <p>Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.</p>	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>A1: A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential functions.</p> <p>A1: A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>
<p>HS-PS2-3 Motion and Stability: Forces and Interactions</p> <p>Apply scientific and engineering ideas to design,</p>	<p>ELA</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

<p>evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.</p>	
<p>HS-PS2-4 Motion and Stability: Forces and Interactions</p> <p>Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.</p>	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>A1: A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. <i>For example, the growth of bacteria can be modeled by either $f(t) = 3^{(t+2)}$ or $g(t) = 9(3^t)$ because the expression $3^{(t+2)}$ can be rewritten as $(3^t)(3^2) = 9(3^t)$.</i>
<p>HS-PS2-5 Motion and Stability: Forces and Interactions</p> <p>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</p>	<p>ELA</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</p>

<p>current.</p>	<p>overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <hr/> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS3-1 Energy</p> <p>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <hr/> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS3-2 Energy</p> <p>Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

<p>HS-PS3-3 Energy</p> <p>Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p>	<p>ELA</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-PS3-4 Energy</p> <p>Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
	<p>ELA</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess</p>
<p>HS-PS3-5 Energy</p> <p>Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects</p>	<p>ELA</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess</p>

and the changes in energy of the objects due to the interaction.		<p>the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>HS-PS4-1 Waves and Their Applications in Technologies for Information Transfer</p> <p>Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</p>	<p>ELA</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	
	<p>MATH</p> <p>A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>A1: A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. <i>For example, the growth of bacteria can be modeled by either $f(t) = 3^{(t+2)}$ or $g(t) = 9(3^t)$ because the expression $3^{(t+2)}$ can be rewritten as $(3^t)(3^2) = 9(3^t)$.</i> <p>A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>	
HS-PS4-3 Waves and Their Applications in Technologies for Information Transfer	ELA	RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

- MATH
- A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- Interpret parts of an expression, such as terms, factors, and coefficients.
 - Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*
- A1: A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- Factor a quadratic expression to reveal the zeros of the function it defines.
 - Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
 - Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. *For example, the growth of bacteria can be modeled by either $f(t) = 3^{(t+2)}$ or $g(t) = 9(3^t)$ because the expression $3^{(t+2)}$ can be rewritten as $(3^t)(3^2) = 9(3^t)$.*
- A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Earth and Space Science

<p>HS-ESS1-1 Earth's Place in the Universe</p> <p>Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.</p>	<p>ELA</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>A1: A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>
<p>HS-ESS1-2 Space Systems</p> <p>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.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>A1: A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>
<p>HS-ESS1-3 Earth's Place in the Universe</p> <p>Communicate scientific ideas about the way stars, over their life cycle, produce elements.</p>	<p>ELA</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>HS-ESS1-4 Earth's Place in the Universe</p> <p>Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</p>	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>

		<p>A1: A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>A1: A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A1: A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>
<p>HS-ESS1-5 Earth's Place in the Universe</p> <p>Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.</p>	ELA	<p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
	MATH	<p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS1-6 History of Earth</p> <p>Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an</p>	ELA	<p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of</p>

<p>account of Earth's formation and early history.</p>	<p>information.</p> <p>WHST.9-12.1 Write arguments focused on discipline-specific content.</p> <hr/> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>A1: F-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> <p>A1: S-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ol style="list-style-type: none"> Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear and quadratic models.</i> Informally assess the fit of a function by plotting and analyzing residuals.
<p>HS-ESS2-1 Earth's Systems</p> <p>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.</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <hr/> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>

<p>HS-ESS2-2 Earth's Systems</p> <p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS2-3 Earth's Systems</p> <p>Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS2-4 Earth's Systems</p> <p>Analyze and interpret data to explore how variations in the flow of energy into and out of Earth's systems result in changes in atmosphere and climate.</p>	<p>ELA</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units</p>

		consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
<p>HS-ESS2-5 Earth's Systems</p> <p>Plan and conduct an investigation on the properties of water and its effects on Earth materials and surface processes.</p>	ELA	WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	MATH	A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
<p>HS-ESS2-6 Earth's Systems</p> <p>Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.</p>	ELA	SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	MATH	A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
<p>HS-ESS2-7 Earth's Systems</p> <p>Construct an argument based on evidence about the simultaneous coevolution of Earth systems and life on Earth.</p>	ELA	WHST.A.1 Write arguments focused on discipline-specific content.
<p>HS-ESS3-1 Human Sustainability</p> <p>Construct an explanation</p>	ELA	RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

<p>based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p>	<p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <hr/> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS3-2 Human Sustainability</p> <p>Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p>	
<p>HS-ESS3-3 Human Sustainability</p> <p>Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p>	
<p>HS-ESS3-4 Human Sustainability</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	<p>ELA RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <hr/> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide</p>

		<p>the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS3-5 Human Sustainability</p> <p>Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	
<p>HS-ESS3-6 Human Sustainability</p> <p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p>	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	

Environmental Science

<p>HS-EVS1-1 Resources and Resource Management</p> <p>Analyze and interpret data to identify the factors that affect sustainable development and natural resource management in Louisiana.</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <hr/> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-EVS1-2 Resources and Resource Management</p> <p>Obtain, evaluate and communicate information on the effectiveness of management or conservation practices for one of Louisiana's natural resources with respect to common considerations such as social, economic, technological, and influencing political factors over the past 50 years.</p>	<p>ELA RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>HS-EVS1-3 Resources and Resource Management</p>	<p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to</p>

<p>Analyze and interpret data about the consequences of environmental decisions to determine the risk-benefit values of actions and practices implemented for selected issues.</p>	<p>add interest.</p> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-EVS2-1 Environmental Awareness and Protection</p> <p>Design and evaluate a solution to limit the introduction of non-point source pollution into state waterways.</p>	<p>ELA RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-EVS2-2 Environmental Awareness and Protection</p> <p>Use a model to predict the effects that pollution as a limiting factor has on an organism's population density.</p>	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-EVS2-3 Environmental Awareness and Protection</p>	<p>ELA RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a</p>

<p>Use multiple lines of evidence to construct an argument addressing the negative impacts that introduced organisms have on Louisiana's native species.</p>	<p>scientific or technical problem.</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <hr/> <p>MATH A2: S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>A2: S-IC.B.6 Evaluate reports based on data.</p>
<p>HS-EVS3-1 Personal Responsibilities</p> <p>Construct and evaluate arguments about the positive and negative consequences of using disposable resources versus reusable resources.</p>	<p>ELA RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

<p>HS-ESS2-2 Earth's Systems</p> <p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS2-4 Earth's Systems</p> <p>Analyze and interpret data to explore how variations in the flow of energy into and out of Earth's systems result in changes in atmosphere and climate.</p>	<p>ELA</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS2-5 Earth's Systems</p> <p>Plan and conduct an investigation on the properties of water and its effects on Earth materials and surface processes.</p>	<p>ELA</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
	<p>MATH</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>

<p>HS-ESS2-6 Earth's Systems</p> <p>Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.</p>	<p>ELA</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS3-1 Human Sustainability</p> <p>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS3-2 Human Sustainability</p> <p>Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>

<p>HS-ESS3-3 Human Sustainability</p> <p>Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p>	
<p>HS-ESS3-4 Human Sustainability</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	<p>ELA</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-ESS3-6 Human Sustainability</p> <p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p>	<p>MATH</p> <p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>

<p>HS-LS2-1 Ecosystems: Interactions, Energy and Dynamics</p> <p>Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity, biodiversity and populations of ecosystems at different scales.</p>	<p>ELA RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <hr/> <p>MATH A1: N-Q .A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q .A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q .A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-LS2-4 Ecosystems: Interactions, Energy and Dynamics</p> <p>Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</p>	<p>MATH A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>HS-LS2-6 Ecosystems: Interactions, Energy and Dynamics</p> <p>Evaluate the claims, evidence and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p>	<p>ELA RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and</p>

		corroborating or challenging conclusions with other sources of information.
	MATH	<p>A2: S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>A2: S-IC.B.6 Evaluate reports based on data.</p>
<p>HS-LS2-7 Ecosystems: Interactions, Energy and Dynamics</p> <p>Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	ELA	<p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
	MATH	<p>A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>