Science Standard-Specific Supports

Grade 7

Revised October 2022

Contents

Science Standard-Specific Supports

Overview

The West Virginia College- and Career-Readiness Standards for Science[1] identify what students should know and be able to do at the end of science instruction. Each standard represents the integration of three "dimensions" of science education: practices of scientists and engineers, core science content, and science connecting concepts. As such, both student learning and assessment around the standards should be "three dimensional." The Science Standard-Specific Supports in this document are intended to show what it looks like for students to fully satisfy the intent of the standard.

The Science Standard-Specific Supports are adapted from the Evidence Statements of the Next Generation Science Standards (NGSS)[2], created when West Virginia was a lead state during the NGSS writing process, and the Framework for K-12 Science Instruction[3], created prior to the development of the NGSS. For more information on the Evidence Statements, please refer to them in their original form.

Purpose

The Science Standard-Specific Supports were designed to articulate how students can use the practices of scientists and engineers to demonstrate their understanding of the core science content through the lens of the science connecting concepts, and thus, demonstrate proficiency on each standard. The Science Standard-Specific Supports do this by clarifying:

- how the three dimensions could be assessed together, rather than in independent units;
- the underlying knowledge required for each core science content;
- the detailed approaches to the practices of scientists and engineers; and
- how science connecting concepts might be used to deepen content- and practice-driven learning.

The Science Standard-Specific Supports are not intended to be used as curriculum or limit or dictate instruction.

Structure

The practices of scientists and engineers are used as the organizing structure for the Science Standard-Specific Supports. However, this does not mean that the practices are more important than the other dimensions. The practices of scientists and engineers form the activities through which students demonstrate understanding of the science content. The proper integration of the practices makes students' thinking visible.

---

[1] *West Virginia College- and Career-Readiness Standards for Science* (Policy 2520.3C) https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=54673&Format=PDF

[2] NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States.* Washington, DC: The National Academies Press.

[3] National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Washington, DC: The National Academies Press.

How to Use the Science Standard-Specific Supports

- For instruction:
    - The Science Standard-Specific Supports can be used to aid instructional design, but it is crucial to recognize there are numerous pathways educators may use throughout the sequence of lessons and units to allow students to ultimately be prepared to demonstrate mastery of the standards.
- For assessment:
    - The Science Standard-Specific Supports can be used to inform the development of formative and summative assessments by the classroom educator.

Although supports are listed individually for each standard, this does not indicate that they should be measured individually, or that standards should be taught or assessed individually. Best practices in classroom instruction should be focused on helping students build towards several standards at one time because many concepts and practices are interrelated.

Limitations of the Science Standard-Specific Supports

The science standard supports cannot do the following:

- Provide or prescribe the contexts through which the standards may be taught or assessed.
- Be the rubrics on which levels of student success would be measured.
- Identify the sequence of instruction or assessment.
- Put limits on student learning or student coursework.
- Replace lesson plans or assessment items.
- Serve as complete scoring rubrics.

Science - Grade 7 Introduction

Seventh Grade Science standards build upon students' science understanding from earlier grades and provide deeper understandings in seven major content topics: Earth Systems; History of Earth; Energy; Forces and Interactions; Structure, Function, and Information Processing; Human Impacts, and Engineering Design. The standards blend central ideas with the practices of scientists and engineers and science connecting concepts to support students in developing useable knowledge across the science disciplines. There is a focus on multiple indicators, including planning and carrying out investigations; developing and using models; analyzing and interpreting data; using mathematical and computational thinking; obtaining, evaluating, and communicating information; and engaging in argument from evidence. Engineering, Technology, and the Application of Science are integrated throughout instruction as students define problems and design solutions related to the course topics. Students will engage in active inquiries, investigations, and hands-on activities at least 50% of instructional time as they develop and demonstrate conceptual understandings along with research and laboratory skills described in the standards and indicators for science. Safety instruction is integrated into all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models. Standards followed by an asterisk (*) denote the integration of traditional science content with an engineering practice.

Within the evidence statements, the words "description" or "describe" followed by an asterisk indicate those descriptions given by students could include but are not limited to written, oral, pictorial, and kinesthetic descriptions unless otherwise specified.

College- and Career-Readiness Indicators for Science Grades 6-8

Nature of Science	
• Scientific knowledge is simultaneously reliable and subject to change based on empirical evidence and interpretation. • Scientific knowledge is obtained through a combination of observations of the natural world and inferences based on those observations. • Science is a creative human endeavor which is influenced by social and cultural biases. • A primary goal of science is the formation of theories and laws. Theories are inferred explanations of some aspect of the natural world based on successfully tested information from evidence and evaluated phenomena. Laws describe relationships among what has been observed in the natural world. • Scientific investigations use a variety of methods to address questions about the natural and material world.	
Practices of Scientists and Engineers	**Science Connecting Concepts**
• Asking questions and defining problems • Developing and using models • Planning and carrying out investigations • Analyzing and interpreting data • Using mathematical and computational thinking • Constructing explanations and designing solutions • Engaging in argument from evidence • Obtaining, evaluating, and communicating information	• Observing patterns • Investigating and explaining cause and effect • Recognizing scale, proportion, and quantity • Defining systems and system models • Tracking energy and matter flows, into, out of, and within systems to understand system behavior • Determining the relationships between structure and function • Studying stability and change
Science Literacy	**Science Lab Safety**
• Producing clear and coherent technical writing in which the development, organization and style are appropriate for the science topic • Correctly utilizing and explaining visually expressed information (e.g., flowchart, diagram, model, graph, table, or digital mapping technology) in a science narrative. • Appropriately using technical terminology or scientific concepts and processes to create visually expressed information • Reading with understanding articles about science in the popular press and engaging in social conversation about the validity of the conclusions • Identifying scientific issues underlying national and local decisions and expressing positions that are scientifically and technologically informed • Evaluating the quality and validity of scientific information on the basis of its source and the methods used to generate it	• Requiring student lab safety training and demonstrating appropriate proficiency before participating in lab activities • Archiving signed student safety contracts documenting lab safety training and medical contraindications (e.g., allergies, contact lenses, medical conditions) • Wearing proper protective gear as needed (e.g., goggles, apron, and gloves) • Requiring grade appropriate lab equipment operation and safety training • Using and following SDS protocols • Storing and disposing of chemical/biological materials properly • Following ethical classroom uses of living materials/organisms • Displaying proper safety signage and laboratory rules in the classroom and lab

Life Science

Topic: Structure, Function, and Information Processing

S.7.1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]

<table>
<tr><th>Practices of Scientists and Engineers</th><th>Core Science Content</th></tr>
<tr><td>Planning and Carrying Out Investigations
Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions. Students will conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.</td><td rowspan="3">Structure and Function
All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).</td></tr>
<tr><td>Science Connecting Concepts</td></tr>
<tr><td>Scale, Proportion, and Quantity
Phenomena that can be observed at one scale may not be observable at another scale.

Interdependence of Science, Engineering, and Technology
Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.</td></tr>
</table>

Observable features of the student performance by the end of the course:

1) Identifying the phenomenon under investigation
   a) From the given investigation plan, students identify and describe the phenomenon under investigation, which includes the idea that living things are made up of cells.
   b) Students identify and describe the purpose of the investigation, which includes providing evidence for the following ideas: that all living things are made of cells (either one cell or many different numbers and types of cells) and that the cell is the smallest unit that can be said to be alive.
2) Identifying the evidence to address the purpose of the investigation
   a) From the given investigation plan, students describe the data that will be collected and the evidence to be derived from the data, including:
      (1) The presence or absence of cells in living and nonliving things.
      (2) The presence or absence of any part of a living thing that is not made up of cells.
      (3) The presence or absence of cells in a variety of organisms, including unicellular and multicellular organisms.
      (4) Different types of cells within one multicellular organism.
   b) Students describe how the evidence collected will be relevant to the purpose of the investigation.
3) Planning the investigation
   a) From the given investigation plan, students describe how the tools and methods included in the experimental design will provide the evidence necessary to address the purpose of the investigation, including that due to their small-scale size, cells are unable to be seen with the unaided eye and require engineered magnification devices to be seen.
   b) Students describe how the tools used in the investigation are an example of how science depends on engineering advances.

4) Collecting the data
   a) According to the given investigation plan, students collect and record data on the cellular composition of living organisms.
   b) Students identify the tools used for observation at different magnifications and describe that different tools are required to observe phenomena related to cells at different scales.
   c) Students evaluate the data they collect to determine whether the resulting evidence meets the goals of the investigation, including cellular composition as a distinguishing feature of living things.

S.7.2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]

Practices of Scientists and Engineers	Core Science Content
Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. Students will develop and use a model to describe phenomena.	**Structure and Function** Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
Science Connecting Concepts	
Structure and Function Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed	

Observable features of the student performance by the end of the course:

1) Components of the model
   a) To make sense of a phenomenon, students develop a model in which they identify the parts (i.e., components; e.g., nucleus, chloroplasts, cell wall, mitochondria, cell membrane, the function of a cell as a whole) of cells relevant for the given phenomenon.
2) Relationships
   a) In the model, students describe the relationships between components, including:
      i) The particular functions of parts of cells in terms of their contributions to overall cellular functions (e.g., chloroplasts' involvement in photosynthesis and energy production, mitochondria's involvement in cellular respiration).
      ii) The structure of the cell membrane or cell wall and its relationship to the function of the organelles and the whole cell.
3) Connections
   a) Students use the model to describe a causal account for the phenomenon, including how different parts of a cell contribute to how the cell functions as a whole, both separately and together with other structures. Students include how components, separately and together, contribute to:
      i) Maintaining a cell's internal processes, for which it needs energy.
      ii) Maintaining the structure of the cell and controlling what enters and leaves the cell.
      iii) Functioning together as parts of a system that determines cellular function.

b) Students use the model to identify key differences between plant and animal cells based on structure and function, including:
   i) Plant cells have a cell wall in addition to a cell membrane, whereas animal cells have only a cell membrane. Plants use cell walls to provide structure to the plant.
   ii) Plant cells contain organelles called chloroplasts, while animal cells do not. Chloroplasts allow plants to make the food they need to live using photosynthesis.

S.7.3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells with emphasis on the circulatory, excretory, digestive, respiratory, muscular, and nervous systems. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]

<table>
<tr><th>Practices of Scientists and Engineers</th><th>Core Science Content</th></tr>
<tr><td>Engaging in Argument from Evidence
Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). Students will use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.</td><td rowspan="3">Structure and Function
In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.</td></tr>
<tr><td>Science Connecting Concepts</td></tr>
<tr><td>Systems and System Models
Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.

Science is a Human Endeavor
Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.</td></tr>
</table>

Observable features of the student performance by the end of the course:

1) Supported claims
   a) Students make a claim to be supported, related to a given explanation or model of a phenomenon. In the claim, students include the idea that the body is a system of interacting subsystems composed of groups of cells.
2) Identifying scientific evidence
   a) Students identify and describe the given evidence that supports the claim (e.g., evidence from data and scientific literature), including evidence that:
      i) Specialized groups of cells work together to form tissues (e.g., evidence from data about the kinds of cells found in different tissues, such as nervous, muscular, and epithelial, and their functions).
      ii) Specialized tissues comprise each organ, enabling the specific organ functions to be carried out (e.g., the heart contains muscle, connective, and epithelial tissues that allow the heart to receive and pump blood).

        iii) Different organs can work together as subsystems to form organ systems that carry out complex functions (e.g., the heart and blood vessels work together as the circulatory system to transport blood and materials throughout the body).
        iv) The body contains organs and organ systems that interact with each other to carry out all necessary functions for survival and growth of the organism (e.g., the digestive, respiratory, and circulatory systems are involved in the breakdown and transport of food and the transport of oxygen throughout the body to cells, where the molecules can be used for energy, growth, and repair).
3) Evaluating and critiquing the evidence
    a) Students evaluate the evidence and identify the strengths and weaknesses of the evidence, including:
        i) Types of sources.
        ii) Sufficiency, including validity and reliability, of the evidence to make and defend the claim.
        iii) Any alternative interpretations of the evidence and why the evidence supports the student's claim, as opposed to any other claims.
4) Reasoning and synthesis
    a) Students use reasoning to connect the appropriate evidence to the claim. Students describe the following chain of reasoning in their argumentation:
        i) Every scale (e.g., cells, tissues, organs, organ systems) of body function is composed of systems of interacting components.
        ii) Organs are composed of interacting tissues. Each tissue is made up of specialized cells. These interactions at the cellular and tissue levels enable the organs to carry out specific functions.
        iii) A body is a system of specialized organs that interact with each other and their subsystems to carry out the functions necessary for life.
    b) Students use oral or written arguments to support or refute an explanation or model of a phenomenon.

S.7.4. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]

Practices of Scientists and Engineers	Core Science Content
Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods. Students will gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.	**Information Processing** Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
Science Connecting Concepts	
Cause and Effect Cause and effect relationships may be used to predict phenomena in natural systems.	

Observable features of the student performance by the end of the course:

1) Obtaining information
    a) Students gather and synthesize information from at least two sources (e.g., text, media, visual displays, data) about a phenomenon that includes the relationship between sensory receptors

and the storage and usage of sensory information by organisms. Students gather information about:

i) Different types of sensory receptors and the types of inputs to which they respond (e.g., electromagnetic, mechanical, chemical stimuli).

ii) Sensory information transmission along nerve cells from receptors to the brain.

iii) Sensory information processing by the brain as:

(1) Memories (i.e., stored information).

(2) Immediate behavioral responses (i.e., immediate use).

b) Students gather sufficient information to provide evidence that illustrates the causal relationships between information received by sensory receptors and behavior, both immediate and over longer time scales (e.g., a loud noise processed via auditory receptors may cause an animal to startle immediately or may be encoded as a memory, which can later be used to help the animal react appropriately in similar situations).

2) Evaluating information

a) Students evaluate the information based on:

i) The credibility, accuracy, and possible bias of each publication and the methods used to generate and collect the evidence.

ii) The ability of the information to provide evidence that supports or does not support the idea that sensory receptors send signals to the brain, resulting in immediate behavioral changes or stored memories.

iii) Whether the information is sufficient to allow prediction of the response of an organism to different stimuli based on cause and effect relationships between the responses of sensory receptors and behavioral responses.

Physical Science

Topic: Energy

S.7.5. 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. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]

<table>
<tr><th>Practices of Scientists and Engineers</th><th>Core Science Content</th></tr>
<tr><td>Analyzing and Interpreting Data
Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. Students will construct and interpret graphical displays of data to identify linear and nonlinear relationships.</td><td rowspan="3">Definitions of Energy
Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.</td></tr>
<tr><td>Science Connecting Concepts</td></tr>
<tr><td>Scale, Proportion, and Quantity
Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.</td></tr>
</table>

Observable features of the student performance by the end of the course:

1) Organizing data
   a) Students use graphical displays to organize the following given data:
      i) Mass of the object.
      ii) Speed of the object.
      iii) Kinetic energy of the object.
   b) Students organize the data in a way that facilitates analysis and interpretation.
2) Identifying relationships
   a) Using the graphical display, students identify that kinetic energy:
      i) Increases if either the mass or the speed of the object increases or if both increase.
      ii) Decreases if either the mass or the speed of the object decreases or if both decrease.
3) Interpreting data
   a) Using the analyzed data, students describe:
      i) The relationship between kinetic energy and mass as a linear proportional relationship (KE m) in which:
         (1) The kinetic energy doubles as the mass of the object doubles.
         (2) The kinetic energy halves as the mass of the object halves.
      ii) The relationship between kinetic energy and speed as a nonlinear (square) proportional relationship (KE v2) in which:
         (1) The kinetic energy quadruples as the speed of the object doubles.
         (2) The kinetic energy decreases by a factor of four as the speed of the object is cut in half.

S.7.6. 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. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]

Practices of Scientists and Engineers	Core Science Content
Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems. Students will develop a model to describe unobservable mechanisms.	Definitions of Energy A system of objects may also contain stored (potential) energy, depending on their relative positions. Relationship Between Energy and Forces When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.
Science Connecting Concepts	
Systems and System Models Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems.	

Observable features of the student performance by the end of the course:

1) Components of the model
   a) To make sense of a given phenomenon involving two objects interacting at a distance, students develop a model in which they identify the relevant components, including:
      i) A system of two stationary objects that interact.
      ii) Forces (electric, magnetic, or gravitational) through which the two objects interact.
      iii) Distance between the two objects.
      iv) Potential energy.
2) Relationships
   a) In the model, students identify and describe relationships between components, including:
      i) When two objects interact at a distance, each one exerts a force on the other that can cause energy to be transferred to or from an object.
      ii) As the relative position of two objects (neutral, charged, magnetic) changes, the potential energy of the system (associated with interactions via electric, magnetic, and gravitational forces) changes (e.g., when a ball is raised, energy is stored in the gravitational interaction between the Earth and the ball).
3) Connections
   a) Students use the model to provide a causal account for the idea that the amount of potential energy in a system of objects changes when the distance between stationary objects interacting in the system changes because:
      i) A force has to be applied to move two attracting objects farther apart, transferring energy to the system.
      ii) A force has to be applied to move two repelling objects closer together, transferring energy to the system.

S.7.7. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

Practices of Scientists and Engineers	Core Science Content
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Students will apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system.	**Definitions of Energy** Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. **Conservation of Energy and Energy Transfer** Energy is spontaneously transferred out of hotter regions or objects and into colder ones. **Defining and Delimiting an Engineering Problem** The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (secondary) **Developing Possible Solutions** A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (secondary)
Science Connecting Concepts	
Energy and Matter The transfer of energy can be tracked as energy flows through a designed or natural system.	

Observable features of the student performance by the end of the course:

1) Using scientific knowledge to generate design solutions
    a) Given a problem to solve that requires either minimizing or maximizing thermal energy transfer, students design and build a solution to the problem. In the designs, students:
        i) Identify that thermal energy is transferred from hotter objects to colder objects.
        ii) Describe different types of materials used in the design solution and their properties (e.g., thickness, heat conductivity, reflectivity) and how these materials will be used to minimize or maximize thermal energy transfer.
        iii) Specify how the device will solve the problem.
2) Describing criteria and constraints, including quantification when appropriate
    a) Students describe the given criteria and constraints that will be taken into account in the design solution:
        i) Students describe criteria, including:
            (1) The minimum or maximum temperature difference that the device is required to maintain.
            (2) The amount of time that the device is required to maintain this difference.
            (3) Whether the device is intended to maximize or minimize the transfer of thermal energy.
        ii) Students describe constraints, which may include:
            (1) Materials.
            (2) Safety.
            (3) Time.
            (4) Cost.

3) Evaluating potential solutions
   a) Students test the device to determine its ability to maximize or minimize the flow of thermal energy, using the rate of temperature change as a measure of success.
   b) Students use their knowledge of thermal energy transfer and the results of the testing to evaluate the design systematically against the criteria and constraints.

S.7.8. 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. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

<table>
<tr><th>Practices of Scientists and Engineers</th><th>Core Science Content</th></tr>
<tr><td>Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions. Students will plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

Scientific Knowledge is Based on Empirical Evidence
Science knowledge is based upon logical and conceptual connections between evidence and explanations</td><td rowspan="3">Definitions of Energy
Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

Conservation of Energy and Energy Transfer
The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.</td></tr>
<tr><td>Science Connecting Concepts</td></tr>
<tr><td>Scale, Proportion, and Quantity
Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.</td></tr>
</table>

Observable features of the student performance by the end of the course:

1) Identifying the phenomenon under investigation
   a) Students identify the phenomenon under investigation involving thermal energy transfer.
   b) Students describe the purpose of the investigation, including determining the relationships among the following factors:
      i) The transfer of thermal energy.
      ii) The type of matter.
      iii) The mass of the matter involved in thermal energy transfer.
      iv) The change in the average kinetic energy of the particles.
2) Identifying the evidence to address the purpose of the investigation
   a) Individually or collaboratively, students develop an investigation plan that describes the data to be collected and the evidence to be derived from the data, including:

        i) That the following data are to be collected:
            (1) Initial and final temperatures of the materials used in the investigation.
            (2) Types of matter used in the investigation.
            (3) Mass of matter used in the investigation.
        ii) How the collected data will be used to:
            (1) Provide evidence of proportional relationships between changes in temperature of materials and the mass of those materials.
            (2) Relate the changes in temperature in the sample to the types of matter and to the change in the average kinetic energy of the particles.

3) Planning the investigation
    a) In the investigation plan, students describe:
        i) How the mass of the materials are to be measured and in what units.
        ii) How and when the temperatures of the materials are to be measured and in what units.
        iii) Details of the experimental conditions that will allow the appropriate data to be collected to address the purpose of the investigation (e.g., time between temperature measurements, amounts of sample used, types of materials used), including appropriate independent and dependent variables and controls.

S.7.9. 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. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]

Practices of Scientists and Engineers	Core Science Content
Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds. Students will construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. **Scientific Knowledge is Based on Empirical Evidence** Science knowledge is based upon logical and conceptual connections between evidence and explanations	**Conservation of Energy and Energy Transfer** When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
Science Connecting Concepts	
Energy and Matter • Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).	

Observable features of the student performance by the end of the course:

1) Supported claims
    a) Students make a claim about a given explanation or model for a phenomenon. In their claim, students include idea that when the kinetic energy of an object changes, energy is transferred to or from that object.

2) Identifying scientific evidence

   a) Students identify and describe the given evidence that supports the claim, including the following when appropriate:
      i) The change in observable features (e.g., motion, temperature, sound) of an object before and after the interaction that changes the kinetic energy of the object.
      ii) The change in observable features of other objects or the surroundings in the defined system.
3) Evaluating and critiquing the evidence
   a) Students evaluate the evidence and identify its strengths and weaknesses, including:
      i) Types of sources.
      ii) Sufficiency, including validity and reliability, of the evidence to make and defend the claim.
      iii) Any alternative interpretations of the evidence and why the evidence supports the given claim as opposed to any other claims.
4) Reasoning and synthesis
   a) Students use reasoning to connect the necessary and sufficient evidence and construct the argument. Students describe a chain of reasoning that includes:
      i) Based on changes in the observable features of the object (e.g., motion, temperature), the kinetic energy of the object changed.
      ii) When the kinetic energy of the object increases or decreases, the energy (e.g., kinetic, thermal, potential) of other objects or the surroundings within the system increases or decreases, indicating that energy was transferred to or from the object.
   b) Students present oral or written arguments to support or refute the given explanation or model for the phenomenon.

Topic: Forces and Interactions

S.7.10. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]

Practices of Scientists and Engineers	Core Science Content
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Students will apply scientific ideas or principles to design an object, tool, process or system.	Forces and Motion For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
Science Connecting Concepts	
Systems and System Models Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. Influence of Science, Engineering, and Technology on Society and the Natural World The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources	

Observable features of the student performance by the end of the course:

1) Using scientific knowledge to generate design solutions
   a) Given a problem to solve involving a collision of two objects, students design a solution (e.g., an object, tool, process, or system). In their designs, students identify and describe:
      i) The components within the system that are involved in the collision.
      ii) The force that will be exerted by the first object on the second object.
      iii) How Newton's third law will be applied to design the solution to the problem.
      iv) The technologies (i.e., any human-made material or device) that will be used in the solution.
2) Describing criteria and constraints, including quantification when appropriate
   a) Students describe the given criteria and constraints, including how they will be taken into account when designing the solution.
      i) Students describe how the criteria are appropriate to solve the given problem.
      ii) Students describe the constraints, which may include:
         (1) Cost.
         (2) Mass and speed of objects.
         (3) Time.
         (4) Materials.
3) Evaluating potential solutions
   a) Students use their knowledge of Newton's third law to systematically determine how well the design solution meets the criteria and constraints.
   b) Students identify the value of the device for society.
   c) Students determine how the choice of technologies that are used in the design is affected by the constraints of the problem and the limits of technological advances.

S.7.11. 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. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]

Practices of Scientists and Engineers	Core Science Content
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions. Students will plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Scientific Knowledge is Based on Empirical Evidence Science knowledge is based upon logical and conceptual connections between evidence and explanations.	Forces and Motion The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. • All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.
Science Connecting Concepts	
Stability and Change Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.	

Observable features of the student performance by the end of the course:

1) Identifying the phenomenon to be investigated
   a) Students identify the phenomenon under investigation, which includes the change in motion of an object.
   b) Students identify the purpose of the investigation, which includes providing evidence that the change in an object's motion is due to the following factors:
      i) Balanced or unbalanced forces acting on the object.
      ii) The mass of the object.
2) Identifying the evidence to address the purpose of the investigation
   a) Students develop a plan for the investigation individually or collaboratively. In the plan, students describe:
      i) That the following data will be collected:
         (1) Data on the motion of the object.
         (2) Data on the total forces acting on the object.
         (3) Data on the mass of the object.
      ii) Which data are needed to provide evidence for each of the following:
         (1) An object subjected to balanced forces does not change its motion (sum of F=0).\

        (2) An object subjected to unbalanced forces changes its motion over time (sum of $F \neq 0$).
        (3) The change in the motion of an object subjected to unbalanced forces depends on the mass of the object.

3) Planning the investigation
    a) In the investigation plan, students describe:
        i) How the following factors will be determined and measured:
            (1) The motion of the object, including a specified reference frame and appropriate units for distance and time.
            (2) The mass of the object, including appropriate units.
            (3) The forces acting on the object, including balanced and unbalanced forces.
        ii) Which factors will serve as independent and dependent variables in the investigation (e.g., mass is an independent variable, forces and motion can be independent or dependent).
        iii) The controls for each experimental condition.
        iv) The number of trials for each experimental condition.

S.7.12. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.] [Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.]

Practices of Scientists and Engineers	Core Science Content
Asking Questions and Defining Problems Asking questions and defining problems in grades 6–8 builds from grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. Students will ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.	**Types of Interactions** • Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
Science Connecting Concepts	
Cause and Effect Cause and effect relationships may be used to predict phenomena in natural or designed systems.	

Observable features of the student performance by the end of the course:

1) Addressing phenomena of the natural world or scientific theories
    a) Students formulate questions that arise from examining given data of objects (which can include particles) interacting through electric and magnetic forces, the answers to which would clarify:
        i) The cause-and-effect relationships that affect magnetic forces due to:
            (1) The magnitude of any electric current present in the interaction, or other factors related to the effect of the electric current (e.g., number of turns of wire in a coil).
            (2) The distance between the interacting objects.
            (3) The relative orientation of the interacting objects.
            (4) The magnitude of the magnetic strength of the interacting objects.
        ii) The cause-and-effect relationship that affect electric forces due to:
            (1) The magnitude and signs of the electric charges on the interacting objects.
            (2) The distances between the interacting objects.

        (3) Magnetic forces.
   b) Based on scientific principles and given data, students frame hypotheses that:
      i) Can be used to predict the strength of electric and magnetic forces due to cause-and-effect relationships.
      ii) Can be used to distinguish between possible outcomes, based on an understanding of the cause-and-effect relationships driving the system.
2) Identifying the scientific nature of the question
   a) Students' questions can be investigated scientifically within the scope of a classroom, outdoor environment, museum, or other public facility.

S.7.13. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.] [Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.]

Practices of Scientists and Engineers	Core Science Content
Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world. Students will construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. **Scientific Knowledge is Based on Empirical Evidence** Science knowledge is based upon logical and conceptual connections between evidence and explanations.	**Types of Interactions** Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.
Science Connecting Concepts	
Systems and System Models Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.	

Observable features of the student performance by the end of the course:

1) Supported claims
   a) Students make a claim to be supported about a given phenomenon. In their claim, students include the following idea: Gravitational interactions are attractive and depend on the masses of interacting objects.
2) Identifying scientific evidence
   a) Students identify and describe the given evidence that supports the claim, including:
      i) The masses of objects in the relevant system(s).
      ii) The relative magnitude and direction of the forces between objects in the relevant system(s).
3) Evaluating and critiquing the evidence
   a) Students evaluate the evidence and identify its strengths and weaknesses, including:
      i) Types of sources.

    - ii) Sufficiency, including validity and reliability, of the evidence to make and defend the claim.
    - iii) Any alternative interpretations of the evidence, and why the evidence supports the given claim as opposed to any other claims.

4) Reasoning and synthesis
    - a) Students use reasoning to connect the appropriate evidence about the forces on objects and construct the argument that gravitational forces are attractive and mass dependent. Students describe the following chain of reasoning:
        - i) Systems of objects can be modeled as a set of masses interacting via gravitational forces.
        - ii) In systems of objects, larger masses experience and exert proportionally larger gravitational forces.
        - iii) In every case for which evidence exists, gravitational force is attractive.
    - b) To support the claim, students present their oral or written argument concerning the direction of gravitational forces and the role of the mass of the interacting objects.

S.7.14. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.] [Assessment Boundary: Assessment is limited to electric and magnetic fields and limited to qualitative evidence for the existence of fields.]

Practices of Scientists and Engineers	Core Science Content
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions. Students will conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.	**Types of Interactions** Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
Science Connecting Concepts	
Cause and Effect Cause and effect relationships may be used to predict phenomena in natural or designed systems.	

Observable features of the student performance by the end of the course:

1) Identifying the phenomenon to be investigated
    - a) From the given investigation plan, students identify the phenomenon under investigation, which includes the idea that objects can interact at a distance.
    - b) Students identify the purpose of the investigation, which includes providing evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
2) Identifying evidence to address the purpose of the investigation
    - a) From the given plan, students identify and describe the data that will be collected to provide evidence for each of the following:
        - i) Evidence that two interacting objects can exert forces on each other even though the two interacting objects are not in contact with each other.
        - ii) Evidence that distinguishes between electric and magnetic forces.
        - iii) Evidence that the cause of a force on one object is the interaction with the second object (e.g., evidence for the presence of force disappears when the second object is removed from the vicinity of the first).

3) Planning the investigation
   a) Students describe the rationale for why the given investigation plan includes:
      i) Changing the distance between objects.
      ii) Changing the charge or magnetic orientation of objects.
      iii) Changing the magnitude of the charge on an object or the strength of the magnetic field.
      iv) A means to indicate or measure the presence of electric or magnetic forces.
4) Collecting the data
   a) Students make and record observations according to the given plan. The data recorded may include observations of:
      i) Motion of objects.
      ii) Suspension of objects.
      iii) Simulations of objects that produce either electric or magnetic fields through space and the effects of moving those objects closer to or farther away from each other.
      iv) A push or pull exerted on the hand of an observer holding an object.
5) Evaluation of the design
   a) Students evaluate the experimental design by assessing whether or not the data produced by the investigation can provide evidence that fields exist between objects that act on each other even though the objects are not in contact.

Earth and Space Science

Topic: Earth’s Systems

S.7.15. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth’s materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]

<table>
<tr><td>Practices of Scientists and Engineers</td><td>Core Science Content</td></tr>
<tr><td>Developing and Using Models
Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. Students will develop and use a model to describe phenomena.</td><td rowspan="3">Earth’s Materials and Systems
All Earth processes are the result of energy flowing and matter cycling within and among the planet’s systems. This energy is derived from the sun and Earth’s hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth’s materials and living organisms.</td></tr>
<tr><td>Science Connecting Concepts</td></tr>
<tr><td>Stability and Change
Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.</td></tr>
</table>

Observable features of the student performance by the end of the course:

1) Components of the model
    a) To make sense of a given phenomenon, students develop a model in which they identify the relevant components, including:
        i) General types of Earth materials that can be found in different locations, including:
            (1) Those located at the surface (exterior) and/or in the interior
            (2) Those that exist(ed) before and/or after chemical and/or physical changes that occur during Earth processes (e.g., melting, sedimentation, weathering).
                (i) Energy from the sun.
                (ii) Energy from the Earth’s hot interior.
                (iii) Relevant earth processes
                (iv) The temporal and spatial scales for the system.
2) Relationships
    a) In the model, students describe relationships between components, including:
        i) Different Earth processes (e.g., melting, sedimentation, crystallization) drive matter cycling (i.e., from one type of Earth material to another) through observable chemical and physical changes.
        ii) The movement of energy that originates from the Earth’s hot interior and causes the cycling of matter through the Earth processes of melting, crystallization, and deformation.
                (i) Energy flows from the sun cause matter cycling via processes that produce weathering, erosion, and sedimentation (e.g., wind, rain).
                (ii) The temporal and spatial scales over which the relevant Earth processes operate.
3) Connections
    a) Students use the model to describe (based on evidence for changes over time and processes at different scales) that energy from the Earth’s interior and the sun drive Earth processes that together cause matter cycling through different forms of Earth materials.
    b) Students use the model to account for interactions between different Earth processes, including:

        i) The Earth's internal heat energy drives processes such as melting, crystallization, and deformation that change the atomic arrangement of elements in rocks and that move and push rock material to the Earth's surface where it is subject to surface processes like weathering and erosion.
        ii) Energy from the sun drives the movement of wind and water that causes the erosion, movement, and sedimentation of weathered Earth materials.
        iii) Given the right setting, any rock on Earth can be changed into a new type of rock by processes driven by the Earth's internal energy or by energy from the sun.
    c) Students describe that these changes are consistently occurring but that landforms appear stable to humans because they are changing on time scales much longer than human lifetimes.

S.7.16. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]

Practices of Scientists and Engineers	Core Science Content
Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. Students will develop a model to describe unobservable mechanisms.	The Roles of Water in Earth's Surface Processes Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. Global movements of water and its changes in form are propelled by sunlight and gravity.
Science Connecting Concepts	
Energy and Matter Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter	

Observable features of the student performance by the end of the course:

1) Components of the model
    a) To make sense of a phenomenon, students develop a model in which they identify the relevant components:
        i) Water (liquid, solid, and in the atmosphere).
        ii) Energy in the form of sunlight.
        iii) Gravity.
        iv) Atmosphere.
        v) Landforms.
        vi) Plants and other living things.
2) Relationships
    a) In their model, students describe the relevant relationships between components, including:
        i) Energy transfer from the sun warms water on Earth, which can evaporate into the atmosphere.
        ii) Water vapor in the atmosphere forms clouds, which can cool and condense to produce precipitation that falls to the surface of Earth.
        iii) Gravity causes water on land to move downhill (e.g., rivers and glaciers) and much of it eventually flows into oceans.
        iv) Some liquid and solid water remains on land in the form of bodies of water and ice sheets.

        v) Some water remains in the tissues of plants and other living organisms, and this water is released when the tissues decompose.
3) Connections
    a) Students use the model to account for both energy from light and the force of gravity driving water cycling between oceans, the atmosphere, and land, including that:
        i) Energy from the sun drives the movement of water from the Earth (e.g., oceans, landforms, plants) into the atmosphere through transpiration and evaporation.
        ii) Water vapor in the atmosphere can cool and condense to form rain or crystallize to form snow or ice, which returns to Earth when pulled down by gravity.
        iii) Some rain falls back into the ocean, and some rain falls on land. Water that falls on land can:
            (1) Be pulled down by gravity to form surface waters such as rivers, which join together and generally flow back into the ocean.
            (2) Evaporate back into the atmosphere.
            (3) Be taken up by plants, which release it through transpiration and also eventually through decomposition.
            (4) Be taken up by animals, which release it through respiration and also eventually through decomposition.
            (5) Freeze (crystallize) and/or collect in frozen form, in some cases forming glaciers or ice sheets.
            (6) Be stored on land in bodies of water or below ground in aquifers.
    b) Students use the model to describe that the transfer of energy between water and its environment drives the phase changes that drive water cycling through evaporation, transpiration, condensation, crystallization, and precipitation.
    c) Students use the model to describe how gravity interacts with water in different phases and locations to drive water cycling between the Earth's surface and the atmosphere.

S.7.17. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]

Practices of Scientists and Engineers	Core Science Content
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Students will construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	**Natural Resources** Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.

Science Connecting Concepts	
Cause and Effect Cause and effect relationships may be used to predict phenomena in natural or designed systems. **Influence of Science, Engineering, and Technology on Society and the Natural World** All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment	

Observable features of the student performance by the end of the course:

1) Articulating the explanation of phenomena
   a) Students articulate a statement relating a given phenomenon to scientific ideas, including that past and current geoscience processes have caused the uneven distribution of the Earth's resources, including:
      i) That the uneven distributions of the Earth's mineral, energy, and groundwater resources are the results of past and current geologic processes.
      ii) That resources are typically limited and nonrenewable due to factors such as the long amounts of time required for some resources to form or the environment in which resources were created forming once or only rarely in the Earth's history.
   b) Students use evidence and reasoning to construct a scientific explanation of the phenomenon.
2) Identifying the scientific evidence to construct the explanation
   a) Students identify and describe the evidence necessary for constructing the explanation, including:
      i) Type and distribution of an example of each type of Earth resource: mineral, energy, and groundwater.
      ii) Evidence for the past and current geologic processes (e.g., volcanic activity, sedimentary processes) that have resulted in the formation of each of the given resources.
      iii) The ways in which the extraction of each type of resource by humans changes how much and where more of that resource can be found.
   b) Students use multiple valid and reliable sources of evidence.
3) Reasoning
   a) Students use reasoning to connect the evidence and support an explanation. Students describe a chain of reasoning that includes:
      i) The Earth's resources are formed as a result of past and current geologic processes.
      ii) The environment or conditions that formed the resources are specific to certain areas and/or times on Earth, thus identifying why those resources are found only in those specific places/periods.
      iii) As resources as used, they are depleted from the sources until they can be replenished, mainly through geologic processes.
      iv) Because many resources continue to be formed in the same ways that they were in the past, and because the amount of time required to form most of these resources (e.g., minerals, fossil fuels) is much longer than timescales of human lifetimes, these resources are limited to current and near-future generations. Some resources (e.g., groundwater) can be replenished on human timescales and are limited based on distribution.
      v) The extraction and use of resources by humans decreases the amounts of these resources available in some locations and changes the overall distribution of these resources on Earth.

Topic: History of Earth

S.7.18. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] [Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.]

Practices of Scientists and Engineers	Core Science Content
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Students will construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	**The History of Planet Earth** The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.
Science Connecting Concepts	
Scale, Proportion, and Quantity Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.	

Observable features of the student performance by the end of the course:

1) Articulating the explanation of phenomena
   a) Students articulate a statement that relates the given phenomenon to a scientific idea, including how events in the Earth's 4.6 billion-year-old history are organized relative to one another using the geologic time scale.
   b) Students use evidence and reasoning to construct an explanation. In their explanation, students describe how the relative order of events is determined on the geologic time scale using:
      i) Rock strata and relative ages of rock units (e.g., patterns of layering).
      ii) Major events in the Earth's history and/or specific changes in fossils over time (e.g., formation of mountain chains, formation of ocean basins, volcanic eruptions, glaciations, asteroid impacts, extinctions of groups of organisms).
2) Evidence
   a) Students identify and describe the evidence necessary for constructing the explanation, including:
      i) Types and order of rock strata.
      ii) The fossil record.
      iii) Identification of and evidence for major event(s) in the Earth's history (e.g., volcanic eruptions, asteroid impacts, etc.).
   b) Students use multiple valid and reliable sources of evidence, which may include students' own experiments.
3) Reasoning
   a) Students use reasoning, along with the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future, to

connect the evidence and support an explanation for how the geologic time scale is used to construct a timeline of the Earth's history. Students describe the following chain of reasoning for their explanation:

i) Unless they have been disturbed by subsequent activity, newer rock layers sit on top of older rock layers, allowing for a relative ordering in time of the formation of the layers (i.e., older sedimentary rocks lie beneath younger sedimentary rocks).
ii) Any rocks or features that cut existing rock strata are younger than the rock strata that they cut (e.g., a younger fault cutting across older, existing rock strata).
iii) The fossil record can provide relative dates based on the appearance or disappearance of organisms (e.g., fossil layers that contain only extinct animal groups are usually older than fossil layers that contain animal groups that are still alive today, and layers with only microbial fossils are typical of the earliest evidence of life).
iv) Specific major events (e.g., extensive lava flows, volcanic eruptions, asteroid impacts) can be used to indicate periods of time that occurred before a given event from periods that occurred after it.
v) Using a combination of the order of rock layers, the fossil record, and evidence of major geologic events, the relative time ordering of events can be constructed as a model for Earth's history, even though the timescales involved are immensely vaster than the lifetimes of humans or the entire history of humanity.

S.7.19. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]

Practices of Scientists and Engineers	Core Science Content
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Students will construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future.	Earth's Materials and Systems The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. The Roles of Water in Earth's Surface Processes Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations
Science Connecting Concepts	
Scale Proportion and Quantity Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.	

Observable features of the student performance by the end of the course:

1) Articulating the explanation of phenomena
   a) Students articulate a statement that relates a given phenomenon to a scientific idea, including that geoscience processes have changed the Earth's surface at varying time and spatial scales.

   b) Students use evidence and reasoning to construct an explanation for the given phenomenon, which involves changes at Earth's surface.
2) Evidence
   a) Students identify and describe the evidence necessary for constructing an explanation, including:
      i) The slow and large-scale motion of the Earth's plates and the results of that motion.
      ii) Surface weathering, erosion, movement, and the deposition of sediment ranging from large to microscopic scales (e.g., sediment consisting of boulders and microscopic grains of sand, raindrops dissolving microscopic amounts of minerals).
      iii) Rapid catastrophic events (e.g., earthquakes, volcanoes, meteor impacts).
   b) Students identify the corresponding timescales for each identified geoscience process.
   c) Students use multiple valid and reliable sources, which may include students' own investigations, evidence from data, and observations from conceptual models used to represent changes that occur on very large or small spatial and/or temporal scales (e.g., stream tables to illustrate erosion and deposition, maps and models to show the motion of tectonic plates).
3) Reasoning
   a) Students use reasoning, along with the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future, to connect the evidence and support an explanation for how geoscience processes have changed the Earth's surface at a variety of temporal and spatial scales. Students describe the following chain of reasoning for their explanation:
      i) The motion of the Earth's plates produces changes on a planetary scale over a range of time periods from millions to billions of years. Evidence for the motion of plates can explain largescale features of the Earth's surface (e.g., mountains, distribution of continents) and how they change.
      ii) Surface processes such as erosion, movement, weathering, and the deposition of sediment can modify surface features, such as mountains, or create new features, such as canyons. These processes can occur at spatial scales ranging from large to microscopic over time periods ranging from years to hundreds of millions of years.
      iii) Catastrophic changes can modify or create surface features over a very short period of time compared to other geoscience processes, and the results of those catastrophic changes are subject to further changes over time by processes that act on longer time scales (e.g., erosion of a meteor crater).
      iv) A given surface feature is the result of a broad range of geoscience processes occurring at different temporal and spatial scales.
      v) Surface features will continue to change in the future as geoscience processes continue to occur.

S.7.20. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] [Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]

Practices of Scientists and Engineers	Core Science Content
Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. Students will analyze and interpret data to provide evidence for phenomena.	The History of Planet Earth Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.

<table>
<tr><td>Scientific Knowledge is Open to Revision in Light of New Evidence
Science findings are frequently revised and/or reinterpreted based on new evidence.</td><td rowspan="3">Plate Tectonics and Large-Scale System Interactions
Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth’s plates have moved great distances, collided, and spread apart.</td></tr>
<tr><td>Science Connecting Concepts</td></tr>
<tr><td>Patterns
Patterns in rates of change and other numerical relationships can provide information about natural systems.</td></tr>
</table>

Observable features of the student performance by the end of the course:

1) Organizing data
   a) Students organize given data that represent the distribution and ages of fossils and rocks, continental shapes, seafloor structures, and/or age of oceanic crust.
   b) Students describe what each dataset represents.
   c) Students organize the given data in a way that facilitates analysis and interpretation.
2) Identifying relationships
   a) Students analyze the data to identify relationships (including relationships that can be used to infer numerical rates of change, such as patterns of age of seafloor) in the datasets about Earth features.
3) Interpreting data
   a) Students use the analyzed data to provide evidence for past plate motion. Students describe:
      i) Regions of different continents that share similar fossils and similar rocks suggest that, in the geologic past, those sections of continent were once attached and have since separated.
      ii) The shapes of continents, which roughly fit together (like pieces in a jigsaw puzzle) suggest that those land masses were once joined and have since separated.
      iii) The separation of continents by the sequential formation of new seafloor at the center of the ocean is inferred by age patterns in oceanic crust that increase in age from the center of the ocean to the edges of the ocean.
      iv) The distribution of seafloor structures (e.g., volcanic ridges at the centers of oceans, trenches at the edges of continents) combined with the patterns of ages of rocks of the seafloor (youngest ages at the ridge, oldest ages at the trenches) supports the interpretation that new crust forms at the ridges and then moves away from the ridges as new crust continues to form and that the oldest crust is being destroyed at seafloor trenches.

Topic: Human Impacts

S.7.21. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. *[Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]

<table>
<tr><th>Practices of Scientists and Engineers</th><th>Core Science Content</th></tr>
<tr><td>Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Students will apply scientific principles to design an object, tool, process or system.</td><td rowspan="3">Human Impacts on Earth Systems
Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative and positive) for different living things. Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.</td></tr>
<tr><td>Science Connecting Concepts</td></tr>
<tr><td>Cause and Effect
Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation.

Influence of Science, Engineering, and Technology on Society and the Natural World
The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus, technology use varies from region to region and over time.</td></tr>
</table>

Observable features of the student performance by the end of the course:

1) Using scientific knowledge to generate design solutions
   a) Given a problem related to human impact on the environment, students use scientific information and principles to generate a design solution that:
      i) Addresses the results of the particular human activity.
      ii) Incorporates technologies that can be used to monitor and minimize negative effects that human activities have on the environment.
   b) Students identify relationships between the human activity and the negative environmental impact based on scientific principles and distinguish between causal and correlational relationships to facilitate the design of the solution.
2) Describing criteria and constraints, including quantification when appropriate
   a) Students define and quantify, when appropriate, criteria and constraints for the solution, including:
      i) Individual or societal needs and desires.
      ii) Constraints imposed by economic conditions (e.g., costs of building and maintaining the solution).
3) Evaluating potential solutions
   a) Students describe how well the solution meets the criteria and constraints, including monitoring or minimizing a human impact based on the causal relationships between relevant scientific principles about the processes that occur in, as well as among, Earth systems and the human impact on the environment.
   b) Students identify limitations of the use of technologies employed by the solution.

Engineering, Technology, and Applications of Science

Topic: Engineering Design

S.7.22. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

<table>
<tr><th>Practices of Scientists and Engineers</th><th>Core Science Content</th></tr>
<tr><td>Asking Questions and Defining Problems
Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. Students will define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</td><td rowspan="3">Defining and Delimiting Engineering Problems

The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.</td></tr>
<tr><td>Science Connecting Concepts</td></tr>
<tr><td>Influence of Science, Engineering, and Technology on Society and the Natural World

All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.</td></tr>
</table>

Observable features of the student performance by the end of the course:

1) Identifying the problem to be solved
    a) Students describe a problem that can be solved through the development of an object, tool, process, or system.
2) Defining the process or system boundaries and the components of the process or system
    a) Students identify the system in which the problem is embedded, including the major components and relationships in the system and its boundaries, to clarify what is and is not part of the problem. In their definition of the system, students include:
        i) Which individuals or groups need this problem to be solved.
        ii) The needs that must be met by solving the problem.
        iii) Scientific issues that are relevant to the problem.
        iv) Potential societal and environmental impacts of solutions.
        v) The relative importance of the various issues and components of the process or system.
3) Defining criteria and constraints
    a) Students define criteria that must be taken into account in the solution that:
        i) Meet the needs of the individuals or groups who may be affected by the problem (including defining who will be the target of the solution).
        ii) Enable comparisons among different solutions, including quantitative considerations when appropriate.
    b) Students define constraints that must be taken into account in the solution, including:
        i) Time, materials, and costs.
        ii) Scientific or other issues that are relevant to the problem.
        iii) Needs and desires of the individuals or groups involved that may limit acceptable solutions.
        iv) Safety considerations.
        v) Potential effect(s) on other individuals or groups.

vi) Potential negative environmental effects of possible solutions or failure to solve the problem.

S.7.23. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Practices of Scientists and Engineers	Core Science Content
Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. Students will analyze and interpret data to determine similarities and differences in findings	**Developing Possible Solutions** There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. **Optimizing the Design Solution** Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design.
Science Connecting Concepts	

Observable features of the student performance by the end of the course:

1) Organizing data
   a) Students organize given data (e.g., via tables, charts, or graphs) from tests intended to determine the effectiveness of three or more alternative solutions to a problem.
2) Identifying relationships
   a) Students use appropriate analysis techniques (e.g., qualitative or quantitative analysis; basic statistical techniques of data and error analysis) to analyze the data and identify relationships within the datasets, including relationships between the design solutions and the given criteria and constraints.
3) Interpreting data
   a) Students use the analyzed data to identify evidence of similarities and differences in features of the solutions.
   b) Based on the analyzed data, students make a claim for which characteristics of each design best meet the given criteria and constraints.
   c) Students use the analyzed data to identify the best features in each design that can be compiled into a new (improved) redesigned solution.

David L. Roach
West Virginia Superintendent of Schools