

NORTH DAKOTA SCIENCE CONTENT STANDARDS

Draft – April 2014 – Draft

Performance Expectations by Grade: Middle School Physical Science

Released for Public Comment



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North Dakota Science Content Standards, Draft: April 2014, Released for Public Comment is based on the Next Generation Science Standards.¹

¹ NGSS Lead States. 2013. **Next Generation Science Standards: For States, By States**. Washington, DC: The National Academies Press.

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North Dakota Science Content Standards

Performance Expectations by Grade

This document, released for public review, presents the North Dakota Science Content Standards in tables, which include individual Performance Expectations. Refer to the *North Dakota Introduction* for more information related to the layout of the document. A separate document presents the North Dakota Science Content Standards arranged in tables, which include groups of Performance Expectations arranged by Disciplinary Core Idea. Readers are invited to review both documents and provide feedback regarding preference for organizational format in the associated questionnaire.

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Middle School Physical Science

Students in middle school continue to develop understanding of four core ideas in the physical sciences. The middle school performance expectations in the Physical Sciences build on the K – 5 ideas and capabilities to allow learners to explain phenomena central to the physical sciences but also to the life sciences and earth and space science. The performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. In the physical sciences, performance expectations at the middle school level focus on students developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation.

The performance expectations in **PS1: Matter and its Interactions** help students to formulate an answer to the question, “How do atomic and molecular interactions explain the properties of matter that we see and feel?” by building understanding of what occurs at the atomic and molecular scale. In middle school, the PS1 Disciplinary Core Idea from the NRC Framework is broken down into two sub-ideas: the structure and properties of matter, and chemical reactions. By the end of middle school, students will be able to apply understanding that pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule. They will be able to provide molecular level accounts to explain states of matters and changes between states, that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions. Students are also able to apply an understanding of the design and the process of optimization in engineering to chemical reaction systems. The crosscutting concepts of patterns; cause and effect; scale, proportion and quantity; energy and matter; structure and function; interdependence of science, engineering, and technology; and influence of science, engineering and technology on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the PS1 performance expectations, students are expected to demonstrate proficiency in developing and using models, analyzing and interpreting data, designing solutions, and obtaining, evaluating, and communicating information. Students use these scientific and engineering practices to demonstrate understanding of the disciplinary core ideas.

The performance expectations in **PS2: Motion and Stability: Forces and Interactions** focuses on helping students understand ideas related to why some objects will keep moving, why objects fall to the ground and why some materials are attracted to each other while others are not. Students answer the question, “How can one describe physical interactions between objects and within systems of objects?” At the middle school level, the PS2 Disciplinary Core Idea from the NRC Framework is broken down into two sub-ideas: Forces and Motion and Types of interactions. By the end of middle school, students will be able to apply Newton’s Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while others

repel. In particular, students will develop understanding that gravitational interactions are always attractive but that electrical and magnetic forces can be both attractive and negative. Students also develop ideas that objects can exert forces on each other even though the objects are not in contact, through fields. Students are also able to apply an engineering practice and concept to solve a problem caused when objects collide. The crosscutting concepts of cause and effect; system and system models; stability and change; and the influence of science, engineering, and technology on society and the natural world serve as organizing concepts for these disciplinary core ideas. In the PS2 performance expectations, students are expected to demonstrate proficiency in asking questions, planning and carrying out investigations, and designing solutions, and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in **PS3: Energy** help students formulate an answer to the question, "How can energy be transferred from one object or system to another?" At the middle school level, the PS3 Disciplinary Core Idea from the NRC Framework is broken down into four sub-core ideas: Definitions of Energy, Conservation of Energy and Energy Transfer, the Relationship between Energy and Forces, and Energy in Chemical Process and Everyday Life. Students develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions. Students will also come to know the difference between energy and temperature, and begin to develop an understanding of the relationship between force and energy. Students are also able to apply an understanding of design to the process of energy transfer. The crosscutting concepts of scale, proportion, and quantity; systems and system models; and energy are called out as organizing concepts for these disciplinary core ideas. The performance expectations in PS3 expect students to demonstrate proficiency in developing and using models, planning investigations, analyzing and interpreting data, and designing solutions, and engaging in argument from evidence; and to use these practices to demonstrate understanding of the core ideas in PS3.

The performance expectations in **PS4: Waves and Their Applications in Technologies for Information Transfer** help students formulate an answer to the question, "What are the characteristic properties of waves and how can they be used?" At the middle school level, the PS4 Disciplinary Core Idea from the NRC Framework is broken down into Wave Properties, Electromagnetic Radiation, and Information Technologies and Instrumentation. Students are able to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information. The crosscutting concepts of patterns and structure and function are used as organizing concepts for these disciplinary core ideas. The performance expectations in PS4 focus on students demonstrating proficiency in developing and using models, using mathematical thinking, and obtaining, evaluating and communicating information; and to use these practices to demonstrate understanding of the core ideas.

MS-PS1 Matter and its Interactions

| MS-PS1-1 Matter and its Interactions | | |
|--|---|--|
| Students who demonstrate understanding can: | | |
| <p>MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.]</p> | | |
| The performance expectation above was developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> : | | |
| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
| <p>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.</p> <ul style="list-style-type: none"> Develop a model to predict and/or describe phenomena. | <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). | <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.ESS2.C</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 5.PS1.A ; HS.PS1.A ; HS.ESS1.A</p> | | |
| <p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy - RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <i>(MS-PS1-1)</i></p> <p>Mathematics - MP.2 Reason abstractly and quantitatively. <i>(MS-PS1-1)</i> MP.4 Model with mathematics. <i>(MS-PS1-1)</i> 6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. <i>(MS-PS1-1)</i> 8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>(MS-PS1-1)</i></p> | | |

MS-PS1-2 Matter and its Interactions

Students who demonstrate understanding can:

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

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|---|--|
| <p>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.</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations. | <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. | <p>Patterns</p> <ul style="list-style-type: none"> Macroscopic patterns are related to the nature of microscopic and atomic-level structure. |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.PS3.D ; MS.LS1.C ; MS.ESS2.A</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 5.PS1.B ; HS.PS1.B</p> | | |
| <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i></p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <i>(MS-PS1-2)</i></p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <i>(MS-PS1-2)</i></p> <p><i>Mathematics -</i></p> <p>MP.2 Reason abstractly and quantitatively. <i>(MS-PS1-2)</i></p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. <i>(MS-PS1-2)</i></p> <p>6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. <i>(MS-PS1-2)</i></p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context. <i>(MS-PS1-2)</i></p> | | |

| MS-PS1-3 Matter and its Interactions | | |
|--|---|---|
| Students who demonstrate understanding can: | | |
| MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.] | | |
| The performance expectation above was developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> : | | |
| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
| Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods. <ul style="list-style-type: none"> 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 now supported by evidence. | PS1.A: Structure and Properties of Matter <ul style="list-style-type: none"> Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. PS1.B: Chemical Reactions <ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. | Structure and Function <ul style="list-style-type: none"> Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. <hr/> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> Interdependence of Science, Engineering, and Technology <ul style="list-style-type: none"> 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. Influence of Science, Engineering and Technology on Society and the Natural World <ul style="list-style-type: none"> The uses of technologies and any limitation 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. |
| <i>Connections to other DCIs in this grade-band:</i> MS.LS2.A ; MS.LS4.D ; MS.ESS3.A ; MS.ESS3.C | | |
| <i>Articulation of DCIs across grade-bands:</i> HS.PS1.A ; HS.LS2.A ; HS.LS4.D ; HS.ESS3.A | | |
| <i>Common Core State Standards Connections:</i> ELA/Literacy - RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-PS1-3) WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-PS1-3) | | |

MS-PS1-4 Matter and its Interactions

Students who demonstrate understanding can:

MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement:

Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawing and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|---|---|--|
| <p>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.</p> <ul style="list-style-type: none"> Develop a model to predict and/or describe phenomena. | <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. <p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. <i>(secondary)</i> The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system’s total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. <i>(secondary)</i> | <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural or designed systems. |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.ESS2.C</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> HS.PS1.A ; HS.PS1.B ; HS.PS3.A</p> | | |
| <p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy - RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <i>(MS-PS1-4)</i></p> <p>Mathematics - 6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. <i>(MS-PS1-4)</i></p> | | |

MS-PS1-5 Matter and its Interactions

Students who demonstrate understanding can:

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

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|---|---|---|
| <p>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.</p> <ul style="list-style-type: none"> Develop a model to describe unobservable mechanisms. <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> Laws are regularities or mathematical descriptions of natural phenomena. | <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. The total number of each type of atom is conserved, and thus the mass does not change. | <p>Energy and Matter</p> <ul style="list-style-type: none"> Matter is conserved because atoms are conserved in physical and chemical processes. |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.LS1.C ; MS.LS2.B ; MS.ESS2.A</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 5.PS1.B ; HS.PS1.B</p> | | |
| <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i></p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-5)</p> <p><i>Mathematics -</i></p> <p>MP.2 Reason abstractly and quantitatively. (MS-PS1-5)</p> <p>MP.4 Model with mathematics. (MS-PS1-5)</p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-PS1-5)</p> | | |

MS-PS1-6 Matter and its Interactions

Students who demonstrate understanding can:

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

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|---|---|
| <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</p> <ul style="list-style-type: none"> Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. | <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Some chemical reactions release energy, others store energy. <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (<i>secondary</i>) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> 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 the characteristics may be incorporated into the new design. (<i>secondary</i>) The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (<i>secondary</i>) | <p>Energy and Matter</p> <ul style="list-style-type: none"> The transfer of energy can be tracked as energy flows through a designed or natural system. |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.PS3.D</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> HS.PS1.A ; HS.PS1.B ; HS.PS3.A ; HS.PS3.B ; HS.PS3.D</p> | | |
| <p><i>Common Core State Standards Connections:</i> <i>ELA/Literacy -</i> RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS1-6) WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS1-6)</p> | | |

MS-PS2** Motion and Stability: Forces and Interactions

MS-PS2-1 Motion and Stability: Forces and Interactions**

Students who demonstrate understanding can:

MS-PS2-1. 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.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|--|---|
| <p>Constructing Explanations and Designing Solutions</p> <p>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.</p> <ul style="list-style-type: none"> Apply scientific ideas or principles to design an object, tool, process or system. | <p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> 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). | <p>Systems and System Models</p> <ul style="list-style-type: none"> Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. <p style="text-align: center;"><i>-----</i></p> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> 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. |

Connections to other DCIs in this grade-band:
MS.PS3.C

Articulation of DCIs across grade-bands:
3.PS2.A ; HS.PS2.A

Common Core State Standards Connections:

ELA/Literacy -

- RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. *(MS-PS2-1)*
- RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. *(MS-PS2-1)*
- WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. *(MS-PS2-1)*

Mathematics -

- MP.2** Reason abstractly and quantitatively. *(MS-PS2-1)*
- 6.NS.C.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. *(MS-PS2-1)*
- 6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers. *(MS-PS2-1)*
- 7.EE.B.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *(MS-PS2-1)*
- 7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. *(MS-PS2-1)*

MS-PS2-2 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- MS-PS2-2. 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.]*

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|---|--|
| <p>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.</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations. | <p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> 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. | <p>Stability and Change</p> <ul style="list-style-type: none"> Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.PS3.A ; MS.PS3.B ; MS.ESS2.C</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 3.PS2.A ; HS.PS2.A ; HS.PS3.B ; HS.ESS1.B</p> | | |
| <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i></p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. <i>(MS-PS2-2)</i></p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <i>(MS-PS2-2)</i></p> <p><i>Mathematics -</i></p> <p>MP.2 Reason abstractly and quantitatively. <i>(MS-PS2-2)</i></p> <p>6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers. <i>(MS-PS2-2)</i></p> <p>7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>(MS-PS2-2)</i></p> <p>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <i>(MS-PS2-2)</i></p> | | |

**North Dakota Commentary: Consideration may be given to the fact that Newton’s Three Laws of Motion are introduced in this grade band.

MS-PS2-3 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

MS-PS2-3. 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.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|---|--|
| <p>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.</p> <ul style="list-style-type: none"> 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. | <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> 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. | <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural or designed systems. |
| <p><i>Connections to other DCIs in this grade-band: N/A</i></p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 3.PS2.B ; HS.PS2.B</p> | | |
| <p><i>Common Core State Standards Connections:</i> <i>ELA/Literacy -</i> RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-PS2-3) <i>Mathematics -</i> MP.2 Reason abstractly and quantitatively. (MS-PS2-3)</p> | | |

MS-PS2-4 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

MS-PS2-4. 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.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|--|--|
| <p>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.</p> <ul style="list-style-type: none"> 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. <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations. | <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> 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. | <p>Systems and System Models</p> <ul style="list-style-type: none"> Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.ESS1.A ; MS.ESS1.B ; MS.ESS2.C</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 5.PS2.B ; HS.PS2.B ; HS.ESS1.B</p> | | |
| <p><i>Common Core State Standards Connections:</i> ELA/Literacy - WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>. (MS-PS2-4)</p> | | |

MS-PS2-5 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.] [Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|---|---|--|
| <p>Planning and Carrying Out Investigations</p> <p>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.</p> <ul style="list-style-type: none"> 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. | <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> 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). | <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural or designed systems. |
| <p><i>Connections to other DCIs in this grade-band: N/A</i></p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 3.PS2.B ; HS.PS2.B ; HS.PS3.A ; HS.PS3.B ; HS.PS3.C</p> | | |
| <p><i>Common Core State Standards Connections:</i> ELA/Literacy - RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. <i>(MS-PS2-5)</i> WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <i>(MS-PS2-5)</i></p> | | |

MS-PS3 Energy

| MS-PS3-1 Energy | | |
|--|--|---|
| Students who demonstrate understanding can: | | |
| MS-PS3-1. 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.] | | |
| The performance expectation above was developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> : | | |
| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
| Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. <ul style="list-style-type: none"> Construct and interpret graphical displays of data to identify linear and nonlinear relationships. | PS3.A: Definitions of Energy <ul style="list-style-type: none"> 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. | Scale, Proportion, and Quantity <ul style="list-style-type: none"> 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. |
| <i>Connections to other DCIs in this grade-band:</i> MS.PS2.A | | |
| <i>Articulation of DCIs across grade-bands:</i> 4.PS3.B ; HS.PS3.A ; HS.PS3.B | | |
| <i>Common Core State Standards Connections:</i> ELA/Literacy - RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (<i>MS-PS3-1</i>) RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (<i>MS-PS3-1</i>) Mathematics - MP.2 Reason abstractly and quantitatively. (<i>MS-PS3-1</i>) 6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (<i>MS-PS3-1</i>) 7.RP.A.2 Recognize and represent proportional relationships between quantities. (<i>MS-PS3-1</i>) 8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. (<i>MS-PS3-1</i>) 8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (<i>MS-PS3-1</i>) 8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (<i>MS-PS3-1</i>) | | |

**North Dakota Commentary: Consideration may be given to emphasizing the modeling of the concept and not the calculation.

MS-PS3-2 Energy

Students who demonstrate understanding can:

MS-PS3-2. 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.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|---|--|---|
| <p>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.</p> <ul style="list-style-type: none"> Develop a model to describe unobservable mechanisms. | <p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> A system of objects may also contain stored (potential) energy, depending on their relative positions. <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. | <p>Systems and System Models</p> <ul style="list-style-type: none"> Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems. |

Connections to other DCIs in this grade-band: N/A

Articulation of DCIs across grade-bands:

HS.PS2.B ; HS.PS3.B ; HS.PS3.C

Common Core State Standards Connections:

ELA/Literacy -

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (*MS-PS3-2*)

MS-PS3-3 Energy

Students who demonstrate understanding can:

MS-PS3-3. 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.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|---|---|
| <p>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.</p> <ul style="list-style-type: none"> Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. | <p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> 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. <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Energy is spontaneously transferred out of hotter regions or objects and into colder ones. <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> 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. <i>(secondary)</i> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> 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. <i>(secondary)</i> | <p>Energy and Matter</p> <ul style="list-style-type: none"> The transfer of energy can be tracked as energy flows through a designed or natural system. |

Connections to other DCIs in this grade-band:

MS.PS1.B ; MS.ESS2.A ; MS.ESS2.C ; MS.ESS2.D

Articulation of DCIs across grade-bands:

4.PS3.B ; HS.PS3.B

Common Core State Standards Connections:

ELA/Literacy -

RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. *(MS-PS3-3)*

WHST.6-

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. *(MS-PS3-3)*

8.7

additional related, focused questions that allow for multiple avenues of exploration. *(MS-PS3-3)*

MS-PS3-4 Energy

Students who demonstrate understanding can:

MS-PS3-4. 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.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|---|--|--|
| <p>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.</p> <ul style="list-style-type: none"> 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. <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations | <p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> 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. <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> 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. | <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> 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. |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.PS1.A ; MS.PS2.A ; MS.ESS2.C ; MS.ESS2.D ; MS.ESS3.D</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 4.PS3.C ; HS.PS1.B ; HS.PS3.A ; HS.PS3.B</p> | | |
| <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i> RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS3-4) WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS3-4)</p> <p><i>Mathematics -</i> MP.2 Reason abstractly and quantitatively. (MS-PS3-4) 6.SP.B.5 Summarize numerical data sets in relation to their context. (MS-PS3-4)</p> | | |

MS-PS3-5 Energy

Students who demonstrate understanding can:

MS-PS3-5. 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.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|--|--|
| <p>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.</p> <ul style="list-style-type: none"> 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. <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations | <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> When the motion energy of an object changes, there is inevitably some other change in energy at the same time. | <p>Energy and Matter</p> <ul style="list-style-type: none"> Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). |
| <p><i>Connections to other DCIs in this grade-band:</i> MS.PS2.A</p> | | |
| <p><i>Articulation of DCIs across grade-bands:</i> 4.PS3.C ; HS.PS3.A ; HS.PS3.B</p> | | |
| <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i> RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <i>(MS-PS3-5)</i></p> <p>WHST.6-8.1 Write arguments focused on discipline content. <i>(MS-PS3-5)</i></p> <p><i>Mathematics -</i> MP.2 Reason abstractly and quantitatively. <i>(MS-PS3-5)</i></p> <p>6.RP.A.1 Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. <i>(MS-PS3-5)</i></p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities. <i>(MS-PS3-5)</i></p> <p>8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>(MS-PS3-5)</i></p> | | |

MS-PS4 Waves and Their Applications in Technologies for Information Transfer

MS-PS4-1 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.** [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|---|--|--|
| <p>Using Mathematics and Computational Thinking Mathematical and computational thinking at the 6–8 level builds on K–5 and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</p> <ul style="list-style-type: none"> Use mathematical representations to describe and/or support scientific conclusions and design solutions. <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations. | <p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. | <p>Patterns</p> <ul style="list-style-type: none"> Graphs and charts can be used to identify patterns in data. |

Connections to other DCIs in this grade-band: N/A

Articulation of DCIs across grade-bands:

4.PS3.A ; 4.PS3.B ; 4.PS4.A ; HS.PS4.A ; HS.PS4.B

Common Core State Standards Connections:

ELA/Literacy -

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-PS4-1)

Mathematics -

MP.2 Reason abstractly and quantitatively. (MS-PS4-1)

MP.4 Model with mathematics. (MS-PS4-1)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-PS4-1)

6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-PS4-1)

7.RP.A.2 Recognize and represent proportional relationships between quantities. (MS-PS4-1)

8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (MS-PS4-1)

MS-PS4-2 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|--|---|
| <p>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.</p> <ul style="list-style-type: none"> Develop and use a model to describe phenomena. | <p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> A sound wave needs a medium through which it is transmitted. <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object’s material and the frequency (color) of the light. The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. However, because light can travel through space, it cannot be a matter wave, like sound or water waves. | <p>Structure and Function</p> <ul style="list-style-type: none"> Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. |

Connections to other DCIs in this grade-band:
MS.LS1.D

Articulation of DCIs across grade-bands:
4.PS4.B ; HS.PS4.A ; HS.PS4.B ; HS.ESS1.A ; HS.ESS2.A ; HS.ESS2.C ; HS.ESS2.D

Common Core State Standards Connections:
ELA/Literacy -
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (*MS-PS4-2*)

MS-PS4-3 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

[Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]

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

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|---|---|
| <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings. | <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. | <p>Structure and Function</p> <ul style="list-style-type: none"> Structures can be designed to serve particular functions. <p>-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations. <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> Advances in technology influence the progress of science and science has influenced advances in technology. |

Connections to other DCIs in this grade-band: N/A

Articulation of DCIs across grade-bands:

4.PS4.C ; HS.PS4.A ; HS.PS4.C

Common Core State Standards Connections:

ELA/Literacy -

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (MS-PS4-3)

RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-PS4-3)

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-PS4-3)

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (MS-PS4-3)