

DRAFT - New York State P-12 Science Learning Standards – DRAFT

MS. Structure and Properties of Matter

Students who demonstrate understanding can:

- MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of particulate-level models could include drawings, 3D ball and stick structures, or computer representations showing different substances with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the individual ions composing complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]
- MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.** [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to the qualitative interpretation of evidence provided.]
- MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and phase (state) of a substance when thermal energy is added or removed.** [Clarification Statement: Emphasis is on qualitative particulate-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 phase occurs. Examples of models could include drawings and diagrams. Examples of particles could include ions, molecules, or atoms. Examples of substances could include sodium chloride, water, carbon dioxide, and helium.]
- MS-PS1-7. Use evidence to illustrate that density is a property that can be used to identify samples of matter.** [Clarification Statement: Emphasis should be on students measuring the masses and volumes of regular and irregular shaped objects, calculating their densities, and identifying the samples of matter.]
- MS-PS1-8. Plan and conduct an investigation to demonstrate that mixtures are combinations of substances.** [Clarification Statement: Emphasis should be on analyzing the physical changes that occur as mixtures are formed and/or separated. Examples of common mixtures could include salt water, oil and vinegar, and air.] [Assessment boundary: Assessment is limited to separation by evaporation, filtration and magnetism.]

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

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.

- Develop a model to predict and/or describe phenomena. (MS-PS1-1),(MS-PS1-4)

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.

- 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. (MS-PS1-8)
- Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (MS-PS1-8)

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.

- 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. (MS-PS1-7)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3)

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

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

HS.LS4.D (MS-PS1-3); **HS.ESS1.A** (MS-PS1-1); **HS.ESS3.A** (MS-PS1-3)

Common Core State Standards Connections:

ELA/Literacy –

- RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-PS1-3)
- RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-1),(MS-PS1-4)
- WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

- (NYSED) Substances are made from different types of atoms, which combine with one another in various ways. Atoms form particles that range in size from two to thousands of atoms. (MS-PS1-1)
- (NYSED) Each substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-3),(MS-PS1-7) (*Note: This Disciplinary Core Idea is also addressed by MS-PS1-2.*)
- (NYSED) Gases and liquids are made of particles that are moving about relative to each other. (MS-PS1-4)
- (NYSED) In a liquid, the particles are constantly in contact. In a gas, they are widely spaced except when they happen to collide. In a solid, particles are closely spaced and may vibrate in position but do not change relative locations. (MS-PS1-4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-1)
- (NYSED) The changes of state that occur with variations in temperature and/or pressure can be described and predicted using these models of matter. (MS-PS1-4)
- (NYSED) Mixtures are physical combinations of one or more samples of matter and can be separated by physical means. (MS-PS1-8)

PS1.B: Chemical Reactions

- (NYSED) Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different particles, and these new substances have different properties from those of the reactants. (MS-PS1-3) (*Note: This Disciplinary Core Idea is also addressed by MS-PS1-2 and MS-PS1-5.*)

PS3.A: Definitions of Energy

- (NYSED) The term “heat” as used in everyday language refers both to thermal energy (the motion of particles within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning: it refers to the energy transferred due to the temperature difference between two objects. (*secondary to MS-PS1-4*)
- (NYSED) Temperature is not a form of energy. Temperature is a measurement of the average kinetic energy of the particles in a sample of matter. (MU 4.2b core document) (*secondary to MS-PS1-4*)

Crosscutting Concepts

Patterns

- Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-1),(MS-PS1-7),(MS-PS1-8)
- Graphs, charts, and images can be used to identify patterns in data. (MS-PS1-1),(MS-PS1-4)

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS1-4)

Scale, Proportion, and Quantity

- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-PS1-1)

Structure and Function

- Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS1-3)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-PS1-3)

Influence of Science, Engineering and Technology on Society and the Natural World

- The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-PS1-3)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the “Disciplinary Core Ideas” section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards – DRAFT

or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. *(MS-PS1-3), (MS-PS1-7)*

Mathematics –

MP.2

Reason abstractly and quantitatively. *(MS-PS1-1), (MS-PS1-8)*

MP.4

Model with mathematics. *(MS-PS1-1)*

6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems. *(MS-PS1-1), (MS-PS1-7)*

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. *(MS-PS1-4)*

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. *(MS-PS1-1)*

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards – DRAFT

MS. Chemical Reactions

Students who demonstrate understanding can:

- MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.** [Clarification Statement: Examples of chemical reactions could include burning of a wooden splint, souring of milk and decomposition of sodium bicarbonate. [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, color change, gas production and odor.]
- MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.** [Clarification Statement: Emphasis is on the law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]
- MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy during a chemical and/or physical process.*** [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 amount of a substance. Examples of designs could include combining vinegar and baking soda, activating glow sticks at various temperatures and dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of substance amounts, reaction time, and observed temperature changes.]

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>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. (MS-PS1-5) <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. (MS-PS1-2) <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. (MS-PS1-6) <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. (MS-PS1-2) <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. (MS-PS1-5) 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> (NYSED) Each substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-2) <i>(Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.)</i> <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> (NYSED) Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different particles and these new substances have different properties from those of the reactants. (MS-PS1-2),(MS-PS1-5) <i>(Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.)</i> The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS1-5) (NYSED) Some chemical reactions release energy, others absorb energy. (MS-PS1-6) <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 to MS-PS1-6)</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 to MS-PS1-6)</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 to MS-PS1-6)</i> 	<p>Patterns</p> <ul style="list-style-type: none"> Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-2) <p>Energy and Matter</p> <ul style="list-style-type: none"> Matter is conserved because atoms are conserved in physical and chemical processes. (MS-PS1-5) The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6)
<p><i>Connections to other DCIs in this grade-band:</i> MS.PS3.D (MS-PS1-2),(MS-PS1-6); MS.LS1.C (MS-PS1-2),(MS-PS1-5); MS.LS2.B (MS-PS1-5); MS.ESS2.A (MS-PS1-2),(MS-PS1-5)</p> <p><i>Articulation across grade-bands:</i> 5.PS1.B (MS-PS1-2),(MS-PS1-5); HS.PS1.A (MS-PS1-6); HS.PS1.B (MS-PS1-2),(MS-PS1-5),(MS-PS1-6); HS.PS3.A (MS-PS1-6); HS.PS3.B (MS-PS1-6); HS.PS3.D (MS-PS1-6)</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.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS1-6)</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-PS1-2), <i>(MS-PS1-5)</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. (MS-PS1-6)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (MS-PS1-2),(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. <i>(MS-PS1-2),(MS-PS1-5)</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 (MS-PS1-2)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards – DRAFT

MS. 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.]
- MS-PS2-2. Plan and conduct 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 (including simple machines), 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.]
- 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.]
- 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 and the distance between them.** [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.]
- 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. Emphasis should be on using arrows to represent the directions of forces.] [Assessment Boundary: Assessment is limited to electric and magnetic fields, and is limited to qualitative evidence for the existence of fields.]

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>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. (MS-PS2-3) <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 <u>multiple variables</u> 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. (MS-PS2-2) ▪ 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. (MS-PS2-5) <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 an object, tool, process or system. (MS-PS2-1) <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. (MS-PS2-4) <p style="text-align: center;">-----</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. (MS-PS2-2),(MS-PS2-4) 	<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). (MS-PS2-1) ▪ 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. (MS-PS2-2) ▪ 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. (MS-PS2-2) <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. (MS-PS2-3) ▪ 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. (MS-PS2-4) ▪ 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). (MS-PS2-5) 	<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. (MS-PS2-3),(MS-PS2-5) <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. (MS-PS2-1),(MS-PS2-4), <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. (MS-PS2-2) <p style="text-align: center;">-----</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"> ▪ 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. (MS-PS2-1)
<p><i>Connections to other DCIs in this grade-band:</i> MS.PS3.A (MS-PS2-2); MS.PS3.B (MS-PS2-2); MS.PS3.C (MS-PS2-1); MS.ESS1.A (MS-PS2-4); MS.ESS1.B (MS-PS2-4); MS.ESS2.C (MS-PS2-2),(MS-PS2-4)</p>		
<p><i>Articulation across grade-bands:</i> 3.PS2.A (MS-PS2-1),(MS-PS2-2); 3.PS2.B (MS-PS2-3),(MS-PS2-5); 5.PS2.B (MS-PS2-4); HS.PS2.A (MS-PS2-1),(MS-PS2-2); HS.PS2.B (MS-PS2-3),(MS-PS2-4),(MS-PS2-5); HS.PS3.A (MS-PS2-5); HS.PS3.B (MS-PS2-2),(MS-PS2-5); HS.PS3.C (MS-PS2-5); HS.ESS1.B (MS-PS2-2),(MS-PS2-4)</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 (MS-PS2-1),(MS-PS2-3)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the “Disciplinary Core Ideas” section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards – DRAFT

RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. <i>(MS-PS2-1),(MS-PS2-2),(MS-PS2-5)</i>
WHST.6-8.1	Write arguments focused on <i>discipline-specific content</i> . (MS-PS2-4)
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. <i>(MS-PS2-1),(MS-PS2-2),(MS-PS2-5)</i>
<i>Mathematics –</i>	
MP.2	Reason abstractly and quantitatively. (MS-PS2-1),(MS-PS2-2),(MS-PS2-3)
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. <i>(MS-PS2-1),(MS-PS2-2)</i>
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-PS2-1),(MS-PS2-2)</i>
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-PS2-1),(MS-PS2-2)</i>

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards – DRAFT

MS. 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.] [Assessment Boundary: Assessment could include both qualitative and quantitative evaluations of kinetic energy.]
- 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.]
- 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.]
- MS-PS3-4. Plan and conduct an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the temperature of the sample of matter.** [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.]
- MS-PS3-5. Construct, use, and present an argument to support the claim that when work is done on or by a system, the energy of the system changes as energy is transferred to or from the system.** [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 could include calculations of work and energy.]
- MS-PS3-6. Make observations to provide evidence that energy can be transferred by electric currents.** [Clarification Statement: Emphasis should be on arrangements of circuit components in series and parallel circuits.] [Assessment Boundary: Assessment will be limited to qualitative analysis and reasoning.]

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

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.

- Develop a model to describe unobservable mechanisms. (MS-PS3-2)

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.

- 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. (MS-PS3-4)
- Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (MS-PS3-6)

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.

- Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (MS-PS3-1)

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.

- Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (MS-PS3-3)

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds.

- 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. (MS-PS3-5)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Science knowledge is based upon logical and conceptual connections between evidence and explanations (MS-PS3-4),(MS-PS3-5)

Connections to other DCIs in this grade-band: MS.PS1.A (MS-PS3-4); MS.PS1.B (MS-PS3-3); MS.PS2.A (MS-PS3-1),(MS-PS3-4),(MS-PS3-5); MS.ESS2.A (MS-PS3-3); MS.ESS2.C (MS-PS3-3),(MS-PS3-4); MS.ESS2.D (MS-PS3-3),(MS-PS3-4); MS.ESS3.D (MS-PS3-4)

Articulation across grade-bands: 4.PS3.B (MS-PS3-1),(MS-PS3-3); 4.PS3.C (MS-PS3-4),(MS-PS3-5); HS.PS1.B (MS-PS3-4); HS.PS2.B (MS-PS3-2); HS.PS3.A (MS-PS3-1),(MS-PS3-

Disciplinary Core Ideas

PS3.A: 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. (MS-PS3-1)
- A system of objects may also contain stored (potential) energy, depending on their relative positions. (MS-PS3-2)
- (NYSED) 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, phases (states), and amounts of matter present. (MS-PS3-3),(MS-PS3-4)

PS3.B: 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. (MS-PS3-5)
- (NYSED) 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 mass of the sample, and the environment. (MS-PS3-4)
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3)
- (NYSED) An electric circuit is a closed path in which an electric current can exist. (MS-PS3-6)

PS3.C: Relationship Between Energy and Force

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2)

ETS1.A: 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 to MS-PS3-3*)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (*secondary to MS-PS3-3*)

Crosscutting Concepts

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. (MS-PS3-1),(MS-PS3-4)

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. (MS-PS3-2)

Energy and Matter

- Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). (MS-PS3-5)
- The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS3-3),(MS-PS3-6)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards – DRAFT

4),(MS-PS3-5); **HS.PS3.B** (MS-PS3-1),(MS-PS3-2),(MS-PS3-3),(MS-PS3-4),(MS-PS3-5); **HS.PS3.C** (MS-PS3-2)

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-PS3-1),(MS-PS3-5),(MS-PS3-6)
- RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS3-3),(MS-PS3-4),(MS-PS3-6)
- RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS3-1)
- WHST.6-8.1** Write arguments focused on discipline content. (MS-PS3-5)
- WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS3-3),(MS-PS3-4)
- SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-PS3-2)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (MS-PS3-1),(MS-PS3-4),(MS-PS3-5),(MS-PS3-6)
- 6.RP.A.1** Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (MS-PS3-1),(MS-PS3-5),(MS-PS3-6)
- 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. (MS-PS3-1)
- 7.RP.A.2** Recognize and represent proportional relationships between quantities. (MS-PS3-1),(MS-PS3-5)
- 8.EE.A.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. (MS-PS3-1)
- 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. (MS-PS3-1)
- 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-PS3-1),(MS-PS3-5)
- 6.SP.B.5** Summarize numerical data sets in relation to their context. (MS-PS3-4)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSED).

DRAFT - New York State P-12 Science Learning Standards – DRAFT

MS. Waves and Electromagnetic Radiation

Students who demonstrate understanding can:

- MS-PS4-1. Develop a model and use mathematical representations to describe waves that includes frequency, wavelength, and 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 is limited to comparing standard repeating waves of only one type (transverse or longitudinal).]
- 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, ray diagrams, simulations, and written descriptions. Materials could include plane, convex, and concave mirrors and biconvex and biconcave lenses.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]
- 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 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>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. (MS-PS4-2) <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. (MS-PS4-1) <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. (MS-PS4-3) <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. (MS-PS4-1) 	<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. (MS-PS4-1) ▪ A sound wave needs a medium through which it is transmitted. (MS-PS4-2) <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. (MS-PS4-2) ▪ (NYSED) The path that light travels can be traced as straight lines, except when it hits a surface between different transparent materials (e.g., air and water, air and glass) obliquely where the light path bends. (MS-PS4-2) ▪ A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (MS-PS4-2) ▪ (NYSED) However, because light can travel through space, it cannot be a mechanical wave, like sound or water waves. (MS-PS4-2) <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. (MS-PS4-3) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Graphs and charts can be used to identify patterns in data. (MS-PS4-1) <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. (MS-PS4-2) ▪ Structures can be designed to serve particular functions. (MS-PS4-3) <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. (MS-PS4-3) <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. (MS-PS4-3)

Connections to other DCIs in this grade-band: **MS.LS1.D** (MS-PS4-2)

Articulation across grade-bands: **4.PS3.A** (MS-PS4-1); **4.PS3.B** (MS-PS4-1); **4.PS4.A** (MS-PS4-1); **4.PS4.B** (MS-PS4-2); **4.PS4.C** (MS-PS4-3); **HS.PS4.A** (MS-PS4-1), (MS-PS4-2), (MS-PS4-3); **HS.PS4.B** (MS-PS4-1), (MS-PS4-2); **HS.PS4.C** (MS-PS4-3); **HS.ESS1.A** (MS-PS4-2); **HS.ESS2.A** (MS-PS4-2); **HS.ESS2.C** (MS-PS4-2); **HS.ESS2.D** (MS-PS4-2)

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)
- SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-PS4-1), (MS-PS4-2)

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)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSED).