

Indiana Academic Standards Science



Biology

K-12 Science Indiana Academic Standards Overview

The K-12 Science Indiana Academic Standards are based on *A Framework for K-12 Science Education* (NRC, 2012) and the Next Generation Science Standards (NGSS Lead States, 2013). They are meant to reflect a new vision for science education. The following conceptual shifts reflect what is new about these science standards. The K-12 Science Indiana Academic Standards:

- Reflect science as it is practiced and experienced in the real world;
- Build logically from kindergarten through grade 12;
- Focus on deeper understanding as well as application of content; and
- Integrate practices, crosscutting concepts, and core ideas.

The K-12 Science Indiana Academic Standards outline the knowledge, science, and engineering practices that all students should learn by the end of high school. The standards are three-dimensional because each student performance expectation engages students at the nexus of the following three dimensions:

- Dimension 1 describes scientific and engineering practices.
- Dimension 2 describes crosscutting concepts, overarching science concepts that apply across science disciplines.
- Dimension 3 describes core ideas in the science disciplines.

Science and Engineering Practices (*as found in NGSS*)

The eight practices describe what scientists use to investigate and build models and theories of the world around them or that engineers use as they build and design systems. The practices are essential for all students to learn and are as follows:

1. Asking questions (for science) and defining problems (for engineering);
2. Developing and using models;
3. Planning and carrying out investigations;
4. Analyzing and interpreting data;
5. Using mathematics and computational thinking;
6. Constructing explanations for science and designing solutions for engineering;
7. Engaging in argument from evidence; and
8. Obtaining, evaluating, and communicating information.

Crosscutting Concepts (*as found in NGSS*)

The seven crosscutting concepts bridge disciplinary boundaries and unit core ideas throughout the fields of science and engineering. Their purpose is to help students deepen their understanding of the disciplinary core ideas, and develop a coherent, and scientifically based view of the world. The seven crosscutting concepts are as follows:

1. *Patterns*. Observed patterns of forms and events guide organization and classification, and prompt questions about relationships and the factors that influence them.
2. *Cause and Effect: Mechanism and Explanation*. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated.

Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

3. *Scale, Proportion, and Quantity*. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
4. *Systems and System Models*. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
5. *Energy and Matter: Flows, Cycles, and Conservation*. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
6. *Structure and Function*. The way in which an object or living thing is shaped and its substructure determines many of its properties and functions.
7. *Stability and Change*. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Disciplinary Core Ideas (as found in NGSS)

The disciplinary core ideas describe the content that occurs at each grade or course. The K-12 Science Indiana Academic Standards focus on a limited number of core ideas in science and engineering both within and across the disciplines and are built on the notion of learning as a developmental progression. The Disciplinary Core Ideas are grouped into the following domains:

- Physical Science (PS)
- Life Science (LS)
- Earth and Space Science (ESS)
- Engineering, Technology and Applications of Science (ETS)

The K-12 Science Indiana Academic Standards are not intended to be used as curriculum. Instead, the standards are the minimum that students should know and be able to do. Therefore, teachers should continue to differentiate for the needs of their students by adding depth and additional rigor.

References:

- National Research Council. 2012. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13165>.
- NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.

How to read the revised Science Indiana Academic Standards

Standard Number	Title
The title for a set of performance expectations is not necessarily unique and may be reused at several different grade levels.	
<p>Students who demonstrate understanding can:</p> <p>Standard Number Performance Expectation: A statement that combines practices, core ideas, and crosscutting concepts together to describe how students can show what they have learned. [Clarification Statement: A statement that supplies examples or additional clarification to the performance expectation.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>Science and Engineering Practices are activities that scientists and engineers engage in to either understand the world or solve the problem.</p> <p>There are 8 practices. These are integrated into each standard. They were previously found at the beginning of each grade level content standard and known as SEPs.</p> <p style="text-align: center;">Connections to the Nature of Science</p> <p>Connections are listed in either practices or the crosscutting concepts section.</p>	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>Disciplinary Core Ideas are concepts in science and engineering that have broad importance within and across disciplines as well as relevance in people’s lives.</p> <p>To be considered core, the ideas should meet at least two of the following criteria and ideally all four:</p> <ul style="list-style-type: none"> ● Have broad importance across multiple sciences or engineering disciplines or be a key organizing concept of a single discipline. ● Provide a key tool for understanding or investigating more complex ideas and solving problems. ● Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge. ● Be teachable and learnable over multiple grades at increasing levels of depth and sophistication. <p>Disciplinary ideas are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology, and applications of science.</p> <p style="text-align: center;">Crosscutting Concepts</p> <p>Crosscutting concepts are seven ideas such as Patterns and Cause and Effect, which are not specific to any one discipline but cut across them all.</p> <p>Crosscutting concepts have value because they provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas.</p> <p style="text-align: center;">Connections to Engineering, Technology and Applications of Science</p> <p>These connections are drawn from either the Disciplinary Core Ideas or Science and Engineering Practices.</p>

*Denotes Indiana Specific Standard

HS-LS1-1 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. [Clarification Statement: Emphasis is on how the structure of regions of DNA, called genes, determine the structure of proteins. Proteins are made and carry out the essential functions of life within different cellular organelles. Examples of essential proteins can include enzymes, membrane channels, immune proteins.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> Systems of specialized cells within organisms help them perform the essential functions of life. All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. <i>(Note: This Disciplinary Core Idea is also addressed by HS-LS3-1.)</i>
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.6: Structure and Function</p> <ul style="list-style-type: none"> Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

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HS-LS1-2 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. [Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.]</p>	
<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>
<p>SEP.2: Developing and Using Models</p> <p>Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.4: Systems and System Models</p> <ul style="list-style-type: none"> Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.

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HS-LS1-3 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.]</p>	
<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>
<p>SEP.3: Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings. 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.
	<p>Crosscutting Concepts</p>
	<p>CC.7: Stability and Change</p> <ul style="list-style-type: none"> Feedback (negative or positive) can stabilize or destabilize a system.

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HS-LS1-4 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.2: Developing and Using Models</p> <p>Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Use a model based on evidence to illustrate the relationships between systems or between components of a system. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> In multicellular organisms, individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.4: Systems and System Models</p> <ul style="list-style-type: none"> Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions — including energy, matter, and information flows — within and between systems at different scales.

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HS-LS1-5 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. [Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.]</p>	
<p>Science and Engineering Practices</p> <p>SEP.2: Developing and Using Models</p> <p>Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Use a model based on evidence to illustrate the relationships between systems or between components of a system. 	<p>Disciplinary Core Ideas</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
	<p>Crosscutting Concepts</p> <p>CC.5: Energy and Matter</p> <ul style="list-style-type: none"> Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

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HS-LS1-6 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. [Clarification Statement: Emphasis is on using evidence from models and simulations to support explanations.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.5: Energy and Matter</p> <ul style="list-style-type: none"> Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

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HS-LS1-7 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. [Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.2: Developing and Using Models</p> <p>Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Use a model based on evidence to illustrate the relationships between systems or between components of a system. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.5: Energy and Matter</p> <ul style="list-style-type: none"> Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

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HS-LS2-1 Ecosystems: Interactions, Energy and Dynamics	
<p>Students who demonstrate understanding can:</p> <p>HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. [Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.]</p>	
<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>
<p>SEP.5: Using Mathematics and Computational Thinking</p> <p>Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis; a range of linear and nonlinear functions including trigonometric functions, exponentials, and logarithms; and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical and/or computational representations of phenomena or design solutions to support explanations. 	<p>LS2.A: Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.
	<p>Crosscutting Concepts</p>
	<p>CC.3: Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs.

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HS-LS2-2 Ecosystems: Interactions, Energy and Dynamics	
<p>Students who demonstrate understanding can:</p> <p>HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. [Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.5: Using Mathematics and Computational Thinking</p> <p>Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis; a range of linear and nonlinear functions including trigonometric functions, exponentials, and logarithms; and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical representations of phenomena or design solutions to support and revise explanations. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence</p> <ul style="list-style-type: none"> Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS2.A: Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.3: Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale.

*Denotes Indiana Specific Standard

HS-LS2-3 Ecosystems: Interactions, Energy and Dynamics	
<p>Students who demonstrate understanding can:</p> <p>HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. [Clarification Statement: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, and peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence</p> <ul style="list-style-type: none"> Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p> <ul style="list-style-type: none"> Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.5: Energy and Matter</p> <ul style="list-style-type: none"> Energy drives the cycling of matter within and between systems.

*Denotes Indiana Specific Standard

HS-LS2-4 Ecosystems: Interactions, Energy and Dynamics	
<p>Students who demonstrate understanding can:</p> <p>HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. [Clarification Statement: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen, and nitrogen being conserved as they move through an ecosystem.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.5: Using Mathematical and Computational Thinking</p> <p>Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis; a range of linear and nonlinear functions including trigonometric functions, exponentials, and logarithms; and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical representations of phenomena or design solutions to support claims. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p> <ul style="list-style-type: none"> Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.5: Energy and Matter</p> <ul style="list-style-type: none"> Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

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HS-LS2-5 Ecosystems: Interactions, Energy and Dynamics	
<p>Students who demonstrate understanding can:</p> <p>HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. [Clarification Statement: Examples of models could include simulations and mathematical models.]</p>	
<p style="background-color: #333399; color: white; padding: 2px; text-align: center;">Science and Engineering Practices</p> <p>SEP.2: Developing and Using Models</p> <p>Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or components of a system. 	<p style="background-color: #ff8c00; color: white; padding: 2px; text-align: center;">Disciplinary Core Ideas</p> <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p> <ul style="list-style-type: none"> Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. <p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis. (<i>secondary</i>)
	<p style="background-color: #76b82a; color: white; padding: 2px; text-align: center;">Crosscutting Concepts</p> <p>CC.4: Systems and System Models</p> <ul style="list-style-type: none"> Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions — including energy, matter, and information flows — within and between systems at different scales.

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HS-LS2-6 Ecosystems: Interactions, Energy and Dynamics	
<p>Students who demonstrate understanding can:</p> <p>HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]</p>	
<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>
<p>SEP.7: Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence</p> <ul style="list-style-type: none"> Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation. 	<p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.
	<p>Crosscutting Concepts</p>
	<p>CC.7: Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable.

*Denotes Indiana Specific Standard

HS-LS2-7 Ecosystems: Interactions, Energy and Dynamics	
<p>Students who demonstrate understanding can:</p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> Moreover, anthropogenic changes (induced by human activity) in the environment — including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change — can disrupt an ecosystem and threaten the survival of some species. <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (<i>secondary</i>) Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus, sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (<i>secondary</i>) (Note: This Disciplinary Core Idea is also addressed by HS-LS4-6.) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> When evaluating solutions, it is important to take into account a range of constraints including cost, safety, reliability, and aesthetics and to consider social, cultural and environmental impacts. (<i>secondary</i>)
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.7: Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable.

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HS-LS2-8 Ecosystems: Interactions, Energy and Dynamics	
<p>Students who demonstrate understanding can:</p> <p>HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. [Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.7: Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate the evidence behind currently accepted explanations to determine the merits of arguments. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence</p> <ul style="list-style-type: none"> Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS2.D: Social Interactions and Group Behavior</p> <ul style="list-style-type: none"> Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

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HS-LS3-1 Heredity: Inheritance and Variation of Traits	
<p>Students who demonstrate understanding can:</p> <p>HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.2: Developing and Using Models</p> <p>Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or components of a system. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. <i>(secondary) (Note: This Disciplinary Core Idea is also addressed by HS-LS1-1.)</i> <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

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HS-LS3-2 Heredity: Inheritance and Variation of Traits	
<p>Students who demonstrate understanding can:</p> <p>HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.7: Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 9-12 builds on K-8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> • Make and defend a claim based on evidence about the natural world that reflects scientific knowledge and student-generated evidence. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> • In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. • Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus, the variation and distribution of traits observed depends on both genetic and environmental factors.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> • Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

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HS-LS3-3 Heredity: Inheritance and Variation of Traits	
<p>Students who demonstrate understanding can:</p> <p>HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. <i>[Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits.]</i></p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.4: Analyzing and Interpreting Data</p> <p>Analyzing data in 9-12 builds on K-8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus, the variation and distribution of traits observed depends on both genetic and environmental factors.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.3: Scale, Proportion, and Quantity</p> <p>Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> Technological advances have influenced the progress of science and science has influenced advances in technology. Science and engineering are influenced by society and society is influenced by science and engineering.

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HS-LS4-1 Biological Evolution: Unity and Diversity	
<p>Students who demonstrate understanding can:</p> <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.8: Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS4.A: Evidence of Common Ancestry and Diversity</p> <ul style="list-style-type: none"> Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.1: Patterns</p> <p>Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future.

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HS-LS4-2 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. [Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on the number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.]

<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information — that is, trait variation — that leads to differences in performance among individuals. <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

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HS-LS4-3 Biological Evolution: Unity and Diversity	
<p>Students who demonstrate understanding can:</p> <p>HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. [Clarification Statement: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.4: Analyzing and Interpreting Data</p> <p>Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information — that is, trait variation — that leads to differences in performance among individuals. The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. Adaptation also means that the distribution of traits in a population can change when conditions change.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.1: Patterns</p> <ul style="list-style-type: none"> Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

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HS-LS4-4 Biological Evolution: Unity and Diversity	
<p>Students who demonstrate understanding can:</p> <p>HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. [Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future.

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HS-LS4-5 Biological Evolution: Unity and Diversity	
<p>Students who demonstrate understanding can:</p> <p>HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.7: Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 9-12 builds on K-8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline — and sometimes the extinction — of some species. Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

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HS-LS4-6 Biological Evolution: Unity and Diversity	
<p>Students who demonstrate understanding can:</p> <p>HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. [Clarification Statement: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.]</p>	
<p style="background-color: #4b0082; color: white; padding: 2px; text-align: center;">Science and Engineering Practices</p> <p>SEP.5: Using Mathematics and Computational Thinking</p> <p>Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> ● Create or revise a simulation of a phenomenon, designed device, process, or system. 	<p style="background-color: #ff8c00; color: white; padding: 2px; text-align: center;">Disciplinary Core Ideas</p> <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> ● Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline — and sometimes the extinction — of some species. <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> ● Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus, sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (Note: This Disciplinary Core Idea is also addressed by HS-LS2-7.) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ● When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (secondary) ● Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (secondary)
	<p style="background-color: #76c73a; color: white; padding: 2px; text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> ● Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

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