

Main Criteria: National Theatre for Children

Secondary Criteria: New York State Learning Standards and Core Curriculum, Next Generation Science Standards (NGSS)

Subject: Science

Grades: 6, 7, 8

National Theatre for Children

How energy is used unwisely

New York State Learning Standards and Core Curriculum

Science

Grade 6 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.13	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geologic processes.
STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 6 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND /	NY.6-	Writing Standards for Literacy in Science and Technical Subjects

DOMAIN / UNIFYING THEME	8.WHST.	
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**New York State Learning Standards and Core Curriculum
Science
Grade 7 - Adopted: 2016**

STRAND / DOMAIN / UNIFYING THEME	NY.MS.13	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geologic processes.
STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 7 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

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STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**New York State Learning Standards and Core Curriculum
Science**

Grade 8 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.13	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geologic processes.
STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

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STANDARD / CONCEPTUAL UNDERSTANDIN G	MS- ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 8 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDIN G	6- 8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDIN G	6- 8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.1. e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDIN G	6- 8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2. f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDIN G	6- 8.WHST.4 .	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS -ESS.	EARTH AND SPACE SCIENCE
TITLE	MS- ESS3.	Earth and Human Activity

		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

How we can use energy efficiently

New York State Learning Standards and Core Curriculum

Science

Grade 6 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 6 - Adopted: 2011

STRAND /	NY.6-	Reading Standards for Literacy in Science and Technical Subjects
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DOMAIN / UNIFYING THEME	8.RST.	
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

New York State Learning Standards and Core Curriculum

Science

Grade 7 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
STANDARD /	MS-	Construct an argument supported by evidence for how increases in human

CONCEPTUAL UNDERSTANDING	ESS3-4.	population and per-capita consumption of natural resources impact Earth's systems.
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Grade 7 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
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CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
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CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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New York State Learning Standards and Core Curriculum
Science

Grade 8 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.15.	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 8 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS	EARTH AND SPACE SCIENCE
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	-ESS.	
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
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Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

How we measure energy

New York State Learning Standards and Core Curriculum

Science

Grade 6 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.3.	Forces and Interactions
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

Grade 6 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

New York State Learning Standards and Core Curriculum

Science

Grade 7 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.3.	Forces and Interactions
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

Grade 7 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to

UNDERSTANDING		grades 6-8 texts and topics.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**New York State Learning Standards and Core Curriculum
Science**

Grade 8 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.3.	Forces and Interactions
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

Grade 8 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDIN G	6- 8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDIN G	6- 8.WHST.1.	Write arguments focused on discipline-specific content.
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STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDIN G	6- 8.WHST.4 .	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS -PS.	PHYSICAL SCIENCE
TITLE	MS-PS2.	Motion and Stability: Forces and Interactions
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-PS2- 3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS -PS.	PHYSICAL SCIENCE
TITLE	MS-PS2.	Motion and Stability: Forces and Interactions
		Students who demonstrate understanding can:
PERFORMANCE	MS-PS2-	Ask questions about data to determine the factors that affect the strength of electric

EXPECTATION	3.	and magnetic forces.
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Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-PS.	PHYSICAL SCIENCE
TITLE	MS-PS2.	Motion and Stability: Forces and Interactions
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

What renewable resources are

New York State Learning Standards and Core Curriculum

Science

Grade 6 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.

STRAND / DOMAIN / UNIFYING THEME	NY.MS.13.	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geologic processes.

STRAND / DOMAIN / UNIFYING THEME	NY.MS.15.	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 6 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

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STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**New York State Learning Standards and Core Curriculum
Science**

Grade 7 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.
STRAND / DOMAIN / UNIFYING THEME	NY.MS.13	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geologic processes.

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STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 7 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL	6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNDERSTANDING		
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**New York State Learning Standards and Core Curriculum
Science**

Grade 8 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.
STRAND / DOMAIN / UNIFYING THEME	NY.MS.13	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geologic processes.
STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 8 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT	6-8.WHST.1.	Provide a concluding statement or section that follows from and supports the argument presented.

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STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	NY.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-LS.	LIFE SCIENCE
TITLE	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-LS.	LIFE SCIENCE
TITLE	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE

TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-LS.	LIFE SCIENCE
TITLE	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.