



Grades 9–12

3.1.9-12.A Life Science: Structure and Function

Students who demonstrate understanding can 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.

Clarifying Statement: N/A

Assessment Boundary: Assessment does not include the identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Constructing Explanations and Designing Solutions 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. <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. 	Structure and Function <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. 	Structure and Function <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.

Pennsylvania Context: N/A

PA Career Ready Skills: Explain how you situate yourself in a diverse community.

Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.02.02.01.a: Identify and summarize the components within AFNR systems (e.g., Animal Systems: health, nutrition, genetics, etc.; Natural Resources Systems: soil, water, etc.).



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Science, Environmental Literacy and Sustainability (NAAEE)	9-12 Strand 1.G. Drawing conclusions and developing explanations: Learners propose explanations that address their initial environmental questions using quantitative and qualitative data and evidence that has been collected and analyzed.
PA Core Standards: ELA	CC.3.5.9-12.A: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CC.3.5.11-12.A: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CC.3.6.9-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. CC.3.6.9-12.H: Draw evidence from informational texts to support analysis, reflection, and research.
PA Core Standards and Practices: Math	N/A
PA Standards: Social Studies	N/A
Educational Technology (ISTE)	1.3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Technology and Engineering (ITEEA)	STEL-10: Assess how similarities and differences among scientific, mathematical, engineering, and technological knowledge and skills contributed to the design of a product or system.