



Grades 9–12

3.1.9-12.V Life Science: Interdependent Relationships in Ecosystems

Students who demonstrate understanding can *create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*

Clarifying 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.

Assessment Boundary: N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>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>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. <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. • 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. 	<p>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.



Pennsylvania Context: Examples of Pennsylvania context include but are not limited to local connections to agriculture, invasive species, urbanization, and resource management for maintaining biodiversity and preserving the ecosystem.

PA Career Ready Skills: Evaluate consequences from a personal, and civic perspective to inform decision-making.

Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.04.01.02.a: Read and interpret the definition of sustainability and summarize how it relates to AFNR activities.
Science, Environmental Literacy and Sustainability (NAAEE)	9-12 Strand 2.1.B. Earth's living systems: Learners describe basic population dynamics, genetic mechanisms behind biological evolution, and the importance of diversity in living systems. They explain how changes in the hydrosphere, atmosphere, and geosphere affect the biosphere. They describe how human sustainability is dependent on the biosphere. 9-12 Strand 2.3.A. Human-environment interactions: Learners analyze ways that humans interact with their environment and how these interactions change with technological developments. Learners determine costs and benefits to different groups in society as well as unintended consequences.
PA Core Standards: ELA	CC.3.6.9-12.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.3.6.9-12.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PA Core Standards and Practices: Math	CC.2.4.HS.B.2: Summarize, represent, and interpret data on two categorical and quantitative variables. CC.2.4.HS.B.4: Recognize and evaluate random processes underlying statistical experiments. CC.2.4.HS.B.5: Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.
PA Standards: Social Studies	N/A
Educational Technology (ISTE)	1.5. Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
Technology and Engineering (ITEEA)	STEL-1R: Develop a plan that incorporates knowledge from science, mathematics, and other disciplines to design or improve a technological product or system.