



Grades 6–8

3.1.6-8.H Life Science: Structure, Function, and Information Processing

Students who demonstrate understanding can *gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.*

Clarifying Statement: N/A

Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods. <ul style="list-style-type: none"> Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. 	Information Processing <ul style="list-style-type: none"> Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. 	Cause and Effect <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural or designed systems.

Pennsylvania Context: N/A

PA Career Ready Skills: Explain to others one's own strengths, needs, and preferences specific to a context.

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.).
Science, Environmental Literacy and Sustainability (NAAEE)	5-8 Strand 1.C. Collecting information: Learners locate and collect quantitative and qualitative information about the environment and environmental topics, using a range of methods and sources. They explain why they used selected information collection methods.
PA Core Standards: ELA	CC.3.6.6-8.G: Gather relevant information from multiple print and digital resources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and following a standard format for citation.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
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-3G: Explain how knowledge gained from other content areas affects the development of technological products and systems.