



**Grades 9–12**

**3.1.9-12.K Life Science: Matter and Energy in Organisms and Ecosystems**

**Students who demonstrate understanding can** *develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.*

**Clarifying Statement:** Examples of models could include simulations and mathematical models.

**Assessment Boundary:** Assessment does not include the specific chemical steps of photosynthesis and respiration.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p><b>Developing and Using Models</b></p> <p>Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show how relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> <li>Develop a model based on evidence to illustrate the relationships between systems or components of a system.</li> </ul>	<p><b>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>PS3.D: Energy in Chemical Processes</b></p> <ul style="list-style-type: none"> <li>The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.</li> </ul>	<p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

**Pennsylvania Context:** N/A

**PA Career Ready Skills:** Situate self in any social context as a means to determine a response.

**Connections to Other Standards Content and Practices**

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
<b>Agriculture (AFNR)</b>	CS.06.01.01.a: Research and explain the foundational cycles in AFNR (e.g., water cycle, nutrient cycle, carbon cycle, etc.).
<b>Science, Environmental Literacy and Sustainability (NAEE)</b>	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.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
<b>PA Core Standards: ELA</b>	CC.3.5.9-10.G: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CC.3.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>PA Core Standards and Practices: Math</b>	N/A
<b>PA Standards: Social Studies</b>	N/A
<b>Educational Technology (ISTE)</b>	1.6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
<b>Technology and Engineering (ITEEA)</b>	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.