**Exploring a Performance Expectation- MS**

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| Performance Expectation  *\*Use corresponding colored highlighters to indicate the three dimensions found in each of these standards.* | |  |  | | --- | --- | |  | **06-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons**. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]  **07-LS1-7.Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism**.[Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]  **08-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object**. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.] | | |
| DCI(s) for this PE |  | |
| S&E  Practice(s) for this PE |  | |
| Crosscutting Concept(s) for this PE |  | |
| Connection to other DCI(s) in this Grade Band? |  | |
| Articulation of DCI(s) across Grade Band(s)? |  | |
| CCSS Literacy Connections? |  | |
| CCSS Math Connections? |  | |
| **Identify a Performance Expectation that has a connection to each of the following**:  (These might not be the same PE as previously used.) | | |
| Connection to Nature of Science as an “S&E Practice” | |  |
| Connection to Nature of Science as a “Crosscutting Concept” | |  |
| Connection to Engineering, Technology, and Application of Science? | |  |
| Connection to Influence of Science, Engineering, & Technology on the Natural World? | |  |

