Breakdown of HS Michigan Science Standards by class | Novi High School

All expectations will be addressed through three classes: Biology, Chemistry, & Physics

PHYSICAL SCIENCE

HS. STRUCTURE AND PROPERTIES OF MATTER

Students who demonstrate understanding can:

HS-PS1-1.	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
HS-PS1-3.	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
HS-PS1-8.	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
HS-PS2-6.	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*

HS. CHEMICAL REACTIONS

Students who demonstrate understanding can:

HS-PS1-2.	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
HS-PS1-4.	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
HS-PS1-5.	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
HS-PS1-6.	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*
HS-PS1-7.	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS. FORCES AND INTERACTIONS

Students who demonstrate understanding can:

HS-PS2-1.	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS-PS2-2.	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-PS2-3.	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*
HS-PS2-4.	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
HS-PS2-5.	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

HS. ENERGY

Students who demonstrate understanding can:

HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS-PS3-2.	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*
HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
HS-PS3-5.	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

HS. WAVES AND ELECTROMAGNETIC RADIATION

Students who demonstrate understanding can:

HS-PS4-1.	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
HS-PS4-2.	Evaluate questions about the advantages of using a digital transmission and storage of information.
HS-PS4-3.	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
HS-PS4-4.	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
HS-PS4-5.	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*

EARTH AND SPACE SCIENCES

HS. EARTH AND SPACE SYSTEMS

Students who demonstrate understanding can:

HS-ESS1-1.	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-2.	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
HS-ESS1-3.	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-4.	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

HS. HISTORY OF EARTH

Students who demonstrate understanding can:

HS-ESS1-5.	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS1-6.	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-1.	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS. EARTH AND SPACE SYSTEMS

Students who demonstrate understanding can:

HS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-3.	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2-6.	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS2-7.	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS. WEATHER AND CLIMATE

Students who demonstrate understanding can:

HS-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS. HUMAN SUSTAINABILITY

Students who demonstrate understanding can:

HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*
HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*
HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

LIFE SCIENCE

All high school Life Science expectations addressed in Biology

KEY:

Biology Expectations

Chemistry Expectations

Physics Expectations

Chemistry & Physics Expectations

Adapted and organized from the Michigan Science Standards found online at http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf