

According to the NYS SLS (NGSS) that was adopted in 2017:

- Science and Engineering Practice: To obtain and combine information from books and sources to explain phenomena or offer solutions to a design problem.

The State Curriculum for both Grades 5 & 6 **Disciplinary Core Ideas (DCIs)**

1. WSS3.C: Human Impacts on Earth Systems

Human activities in agriculture, industry and everyday life have had major effects on the land, vegetation, streams, ocean, air and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.
(5-ESS3-1)

2. 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment. [Clarification Statement: Emphasis should be on how communities use information to sustain resources and the environment locally, regionally, nationally, and/or internationally.]
3. MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.* [Clarification Statement: Examples of ecosystem protections could include water purification, waste management, nutrient recycling, prevention of soil erosion, and eradication of invasive species. Examples of design solution constraints could include scientific, economic, and social considerations.]
4. MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* [Clarification Statement: Examples of the design process could include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts could include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]

Science and Engineering Practices :

- Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

NYS NGLS Connection to ELA Literacy

ELA/Literacy –

1. 6-8.RST.1 Cite specific textual evidence to support analysis of science and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
2. (MS-LS2-2) 6-8.RST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-LS2-5)
3. 6-8.WHST.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS2-2)