

HS-LS4-2

Students who demonstrate understanding can:

- HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.** [Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on the number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.] [Assessment Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. 	<p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information — that is, trait variation — that leads to differences in performance among individuals. <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

Observable features of the student performance by the end of the course:

1	Articulating the explanation of phenomena
a	Students construct an explanation that includes a description* that evolution is caused primarily by one or more of the four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
2	Evidence
a	Students identify and describe* evidence to construct their explanation, including that:
i.	As a species grows in number, competition for limited resources can arise.

		ii. Individuals in a species have genetic variation (through mutations and sexual reproduction) that is passed on to their offspring.
		iii. Individuals can have specific traits that give them a competitive advantage relative to other individuals in the species.
	b	Students use a variety of valid and reliable sources for the evidence (e.g., data from investigations, theories, simulations, peer review).
3	Reasoning	
	a	Students use reasoning to connect the evidence, along with the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future, to construct the explanation. Students describe* the following chain of reasoning for their explanation:
		i. Genetic variation can lead to variation of expressed traits in individuals in a population.
		ii. Individuals with traits that give competitive advantages can survive and reproduce at higher rates than individuals without the traits because of the competition for limited resources.
		iii. Individuals that survive and reproduce at a higher rate will provide their specific genetic variations to a greater proportion of individuals in the next generation.
		iv. Over many generations, groups of individuals with particular traits that enable them to survive and reproduce in distinct environments using distinct resources can evolve into a different species.
	b	Students use the evidence to describe* the following in their explanation:
		i. The difference between natural selection and biological evolution (natural selection is a process, and biological evolution can result from that process); and
		ii. The cause and effect relationship between genetic variation, the selection of traits that provide comparative advantages, and the evolution of populations that all express the trait.