

## HS-LS2-6

Students who demonstrate understanding can:

- HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]**

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><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> <li>Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge is Open to Revision in Light of New Evidence</b></p> <ul style="list-style-type: none"> <li>Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation.</li> </ul>	<p><b>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</b></p> <ul style="list-style-type: none"> <li>A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.</li> </ul>	<p><b>Stability and Change</b></p> <ul style="list-style-type: none"> <li>Much of science deals with constructing explanations of how things change and how they remain stable.</li> </ul>

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

1	Identifying the given explanation and the supporting claims, evidence, and reasoning.	
	a	Students identify the given explanation that is supported by the claims, evidence, and reasoning to be evaluated, and which includes the following idea: The complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
	b	From the given materials, students identify:
		i. The given claims to be evaluated;
		ii. The given evidence to be evaluated; and
		iii. The given reasoning to be evaluated.
2	Identifying any potential additional evidence that is relevant to the evaluation	
	a	Students identify and describe additional evidence (in the form of data, information, or other appropriate forms) that was not provided but is relevant to the explanation and to evaluating the given claims, evidence, and reasoning:
		i. The factors that affect biodiversity;
		ii. The relationships between species and the physical environment in an ecosystem; and
		iii. Changes in the numbers of species and organisms in an ecosystem that has been

		subject to a modest or extreme change in ecosystem conditions.
3	Evaluating and critiquing	
	a	Students describe the strengths and weaknesses of the given claim in accurately explaining a particular response of biodiversity to a changing condition, based on an understanding of the factors that affect biodiversity and the relationships between species and the physical environment in an ecosystem.
	b	Students use their additional evidence to assess the validity and reliability of the given evidence and its ability to support the argument that resiliency of an ecosystem is subject to the degree of change in the biological and physical environment of an ecosystem.
	c	Students assess the logic of the reasoning, including the relationship between degree of change and stability in ecosystems, and the utility of the reasoning in supporting the explanation of how:
		i. Modest biological or physical disturbances in an ecosystem result in maintenance of relatively consistent numbers and types of organisms.
		ii. Extreme fluctuations in conditions or the size of any population can challenge the functioning of ecosystems in terms of resources and habitat availability, and can even result in a new ecosystem.