

HS-LS2-8

Students who demonstrate understanding can:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. [Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]

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>Engaging in Argument from Evidence 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"> Evaluate the evidence behind currently accepted explanations to determine the merits of arguments. <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence</p> <ul style="list-style-type: none"> 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. 	<p>LS2.D: Social Interactions and Group Behavior</p> <ul style="list-style-type: none"> Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. 	<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	Identifying the given explanation and the supporting evidence
	a Students identify the given explanation that is supported by the evidence to be evaluated, and which includes the following idea: Group behavior can increase the chances for an individual and a species to survive and reproduce.
	b Students identify the given evidence to be evaluated.
2	Identifying any potential additional evidence that is relevant to the evaluation
	a Students identify 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 evidence, and which includes evidence for causal relationships between specific group behaviors (e.g., flocking, schooling, herding, cooperative hunting, migrating, swarming) and individual survival and reproduction rates.
3	Evaluating and critiquing
	a Students use their additional evidence to assess the validity, reliability, strengths, and weaknesses of the given evidence along with its ability to support logical and reasonable arguments about the outcomes of group behavior.
	b Students evaluate the given evidence for the degree to which it supports a causal claim that group behavior can have a survival advantage for some species, including how the evidence

	allows for distinguishing between causal and correlational relationships, and how it supports cause and effect relationships between various kinds of group behavior and individual survival rates (for example, the relationship between moving in a group and individual survival rates, compared to the survival rate of individuals of the same species moving alone or outside of the group).
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