

MS-LS4-2 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

- MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.** [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.]

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

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.

Disciplinary Core Ideas

LS4.A: Evidence of Common Ancestry and Diversity

- Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.

Crosscutting Concepts

Patterns

- Patterns can be used to identify cause and effect relationships.

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

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

1	Articulating the explanation of phenomena
a	Students articulate a statement that relates a given phenomenon to scientific ideas, including the following ideas about similarities and differences in organisms and their evolutionary relationships:
i.	Anatomical similarities and differences among organisms can be used to infer evolutionary relationships, including:
1.	Among modern organisms.
2.	Between modern and fossil organisms.
b	Students use evidence and reasoning to construct an explanation for the given phenomenon.
2	Evidence
a	Students identify and describe* evidence (e.g., from students' own investigations, observations, reading material, archived data, simulations) necessary for constructing the explanation, including similarities and differences in anatomical patterns in and between:
i.	Modern, living organisms (e.g., skulls of modern crocodiles, skeletons of birds; features of modern whales and elephants).
ii.	Fossilized organisms (e.g., skulls of fossilized crocodiles, fossilized dinosaurs).
3	Reasoning
a	Students use reasoning to connect the evidence to support an explanation. Students describe* the following chain of reasoning for the explanation:
i.	Organisms that share a pattern of anatomical features are likely to be more closely related than are organisms that do not share a pattern of anatomical features, due to the cause-and-effect relationship between genetic makeup and anatomy (e.g., although birds and insects both have wings, the organisms are structurally very different and not very closely related; the wings of birds and bats are structurally similar, and the organisms are more closely related; the limbs of horses and zebras are structurally very similar, and they are more closely related than are birds and bats or birds and insects).
ii.	Changes over time in the anatomical features observable in the fossil record can be used to infer lines of evolutionary descent by linking extinct organisms to living organisms through a series of fossilized organisms that share a basic set of anatomical features.