Indiana Science Tutorials offer targeted instruction, practice, and review designed to help students develop fluency, deepen conceptual understanding, and apply scientific thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to explain and analyze biological scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high-impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Nature of Matter

- **WHAT IS MATTER?**
  - MS-PS1-1: Develop models to describe the atomic composition of simple molecules and extended structures. Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- **CHANGES OF STATE**
  - MS-PS1-4: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawing and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

Unit 2: Changes in Matter

- **PHYSICAL AND CHEMICAL CHANGES**
  - MS-PS1-2: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.

Copyright© Edmentum Inc. All Rights Reserved.

- MS-PS1-6: Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.

- **CHEMICAL EQUATIONS**
  - MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- **ENERGY TRANSFER AND TECHNOLOGY**
  - MS-PS1-6: Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.

Unit 3: Nature of Life

- **CHARACTERISTICS OF LIFE**
  - MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.
- **PATTERNS OF REPRODUCTION**
  - MS-LS3-2: Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause-and-effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

Unit 4: Genetics

- **GENES AND DNA**
  - MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
- **BIOTECHNOLOGY**

Copyright© Edmentum Inc. All Rights Reserved.

- MS-LS4-5: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

Unit 5: Evolution

- **THEORY OF EVOLUTION**
  - 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.
  - MS-LS4-3: Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.
- **NATURAL SELECTION**
  - MS-LS4-4: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.
  - MS-LS4-6: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.
- **GEOLOGIC TIME**
  - MS-LS4-1: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.

Unit 6: Response to Stimuli

- **ANIMAL BEHAVIOR**
  - MS-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively. Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of

Copyright© Edmentum Inc. All Rights Reserved.

animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.

- **PLANT RESPONSES**
  - MS-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively. Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.

Unit 7: Thermal Energy and Earth Systems

- **FRESHWATER AND ICE**
  - MS-ESS2-4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- **OCEANS**
  - MS-ESS2-4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
  - MS-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- **THE ATMOSPHERE**
  - MS-ESS2-4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.

Copyright© Edmentum Inc. All Rights Reserved.

Unit 8: Weather and Climate

- **EARTH'S STRUCTURE AND CYCLES**
  - MS-ESS2-4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
  - MS-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- **WEATHER**
  - MS-ESS2-5: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- **CLIMATE**
  - MS-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
  - MS-ESS3-5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over time. Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.

Unit 9: Natural Disasters

- **SEVERE WEATHER**

Copyright© Edmentum Inc. All Rights Reserved.

- MS-ESS2-5: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

- **EARTHQUAKES AND VOLCANOES**
  - MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
  - MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
  - MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Unit 10: Humans and Earth's Resources

- **NATURAL RESOURCES**
  - MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.
  - MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earths systems as well as the rates at which they change. The consequences of increases in human populations and

Copyright© Edmentum Inc. All Rights Reserved.

consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

- **IMPACTS OF HUMANS**
  - 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 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 can 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).
  - MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earths systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

Unit 11: Humans and Technology

- **WAVES AND TECHNOLOGY**
  - MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- **SPACE EXPLORATION**
  - MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
  - MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Copyright© Edmentum Inc. All Rights Reserved.