

Connecting to the *Next Generation Science Standards* (NGSS Lead States 2013)

Standard

MS-ESS3-5: Earth and Human Activity

<https://www.nextgenscience.org/pe/ms-ess3-5-earth-and-human-activity>

The chart below makes one set of connections between the instruction outlined in this article and the *NGSS*. Other valid connections are likely; however, space restrictions prevent us from listing all possibilities.

Performance Expectation

MS-ESS3-5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century

Dimensions	Classroom Connections
Science and Engineering Practices - Analyze and interpreting data - Engage in argument from evidence	Students analyze and interpret climate change data providing evidence for increases in global warming, extreme weather events, melting ice, and sea level rise. Students share their initial arguments on a padlet and critique the claims, evidence, and reasoning of their peers for each piece of climate change evidence.
Disciplinary Core Ideas MS-ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.	Students explain the relationship between human activities and increased global temperatures in their global warming evidence arguments.

Crosscutting Concepts Stability and Change	Students use climate change data as evidence in their arguments to explain the acceleration of changes to the Earth's system with regard to increases in global warming, extreme weather events, melting ice, and sea level rise.
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