Nevada's Academic Content Standards Alignment Form: Science

Directions

1) Download or make a copy of this document.

2) Save this document using the following naming convention: Vendor-Name_ContentArea_StandAlign_Year_Purpose (*example:* NDE-Publishing_SocialStudies_2025_DistanceEducation)

3) Complete the "Information" section below.

4) Complete the worksheet(s) for the grade level(s) of the course(s) you are submitting by selecting the appropriate tab below. Columns 'B' and 'C' should be completed in their entirety.

5) Please leave columns 'E' and 'F' blank. These columns are reserved for the Nevada Department of Education to leave feedback on whether or not a standard has been met.

Information	
Vendor or Entity Name:	BSCS Biology: Understanding for Life
Submission Date:	June 2026
Content Area:	Biology
Course Name(s) and Number(s):	Biology - 3010/Biology Honors-30104
Grade Level(s) or Band(s):	Grades 9-12

Nevada's Academic Content Standards Alignment Form for Biology

Nevada Academic Content Standards for Biology	Provide Direct Links or Specific Locations Where the Standard is Located in Your Materials.	Provide Direct Links or Specific Locations Where the Standard is Assessed.	For NDE Use Only Determination (Meets/Does Not Meet)	For NDE Use Only Reviewer Comments/Justification
HS-LS1 From Molecules to Organisms: Structures and Processes				
HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	Unit 1, Unit 2 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 and 2 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Unit 1. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Unit 1. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms	Unit 2. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 2 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use a model to illustrate that cellular respiration is a chemical process that by the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
HS-LS2 Ecosystems: Interactions, Energy, and Dynamics				
HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Unit 1, Unit 3, Unit 4 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1, 3, and 4 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
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.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students 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.
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3 Heredity: Inheritance and Variation of Traits				
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Unit 2. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 2 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	Unit 2. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 2 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Unit 2. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 2 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4 Biological Evolution: Unity and Diversity				
HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Unit 1, Unit 4 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 and 4 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Unit 1, Unit 4 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 and 4 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	Unit 1, Unit 4 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 and 4 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
HS-ETS1 Engineering Design				
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	https://drive.google.com/file/d/1gBrqnazceHzs6aiAb3QvgmWWAZxMh5yJ/view **In addition to the above connections across each dimension, above. The following serves as more explicit examples:** HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. In Unit 3: How can we use scientific and social understandings of nutrition and natural resources to improve a food system?, the problem is to design a plan to meet the nutritional requirements of a population while reducing the impact on natural resources. •In Chapter 7: What do we need from food? (Lessons 1-5), the problem drives student learning across multiple lessons as students consider the matter and energy needs of human bodies with respect to designing a plan to feed a human. Across the learning sequence, students develop a model to illustrate (SEP-MOD-H3) the energy flows in, out of, and within an organism (CCC-EM-H2) as they develop their understanding of how cellular respiration provides energy for life's processes and the macromolecules used to form new cells (DCI-LS1.C-H2, DCI-LS1.C-H4). The materials provide multiple opportunities for discourse through small-group and whole-class discussions to share and respond to feedback for students' initial meal plan solutions, identify components and assumptions of proposed models for dietary requirements, and seek consensus to identify what human bodies need from food in order to design a nutritional meal plan. This a clear example of "Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering."	**Edition and BSCS Scope and Sequence Document:** https://drive.google.com/file/d/1gBrqnazceHzs6aiAb3QvgmWWAZxMh5yJ/view?usp=sharing **In addition to the above connections across each dimension. The following serves as more explicit examples:** In Lesson 12: How do we rely on and benefit from biodiversity?, students make sense of why biodiversity matters as they compare information from multiple sources (SEP-INFO-H1) as they investigate how humans have altered ecosystems and the resulting decline in biodiversity as they compare information across multiple long-term research studies (DCI-LS2.C-H1, SEP-DATA-H1, SEP-INFO-H1) to figure out that there are ecological patterns that repeat in the long-term and in the short-term across ecosystems (CCC-SC-H4, CCC-PAT-H5). Then, in Lesson 14: How can human activity promote ecosystem health and resilience?, students make sense of how losses to biodiversity can be halted or slowed through human behavior as they analyze two case studies of solutions that were implemented to mitigate biodiversity loss and evaluate how well the solutions meet the desired	Does Not Meet Standard	Cannot find where this NVACSS is taught or assessed via the evidence submitted.
HS-ETS1-3.Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

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Nevada Academic Content Standards for Biology	Provide Direct Links or Specific Locations Where the Standard is Located in Your Materials.	Provide Direct Links or Specific Locations Where the Standard is Assessed.	For NDE Use Only Determination (Meets/Does Not Meet)	For NDE Use Only Reviewer Comments/Justification
HS-LS1 From Molecules to Organisms: Structures and Processes				
HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	Unit 1, Unit 2 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 and 2 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Unit 1. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Unit 1. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms	Unit 2. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 2 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use a model to illustrate that cellular respiration is a chemical process that by the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
HS-LS2 Ecosystems: Interactions, Energy, and Dynamics				
HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Unit 1, Unit 3, Unit 4 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1, 3, and 4 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
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.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students 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.
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3 Heredity: Inheritance and Variation of Traits				
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Unit 2. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 2 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	Unit 2. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 2 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Unit 2. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 2 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4 Biological Evolution: Unity and Diversity				
HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Unit 1, Unit 4 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 and 4 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Unit 1, Unit 4 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 and 4 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	Unit 1, Unit 4 See BSCS Scope and Sequence Document	See Assessment Overview in Unit 1 and 4 Teacher Editions and BSCS Scope and Sequence Document	Meets Standard	There is clear evidence in this instructional material that students construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	Unit 4. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 4 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
HS-ETS1 Engineering Design				
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Does Not Meet Standard	Cannot find where this NVACSS is taught or assessed via the evidence submitted.
HS-ETS1-3.Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	Unit 3. See BSCS Scope and Sequence Document	See Assessment Overview in Unit 3 Teacher Edition and BSCS Scope and Sequence Document.	Meets Standard	There is clear evidence in this instructional material that students evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.