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:	New Visions for Public Schools Earth and Space
Submission Date:	June 2026
Content Area:	Geoscience
Course Name(s) and Number(s):	Geoscience-3080/Geoscience Honors-30804
Grade Level(s) or Band(s):	Grades 9-12

Nevada's Academic Content Standards Alignment Form for High School Science: Earth and Space

Nevada Academic Content Standards for High School Science: Earth and Space	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-ESS1 Earth's Place in the Universe				
HS-ESS1-1.Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	See Unit 1 Plan.	See Unit 1 Plan.	Meets Standard	There is clear evidence in this instructional material that students develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	See Unit 2 Plan.	See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.	See Unit 1 Plan.	See Unit 1 Plan.	Meets Standard	There is clear evidence in this instructional material that students communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-4.Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	See Unit 1 Plan. See Unit 2 Plan.	See Unit 1 Plan. See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ESS1-5.Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	See Unit 3 Plan.	See Unit 3 Plan.	Meets Standard	There is clear evidence in this instructional material that students evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS1-6.Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	See Unit 2 Plan.	See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2 Earth's Systems				

HS-ESS2-1.Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	See Unit 3 Plan.	See Unit 3 Plan.	Meets Standard	There is clear evidence in this instructional material that students develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-2.Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	See Unit 4 Plan.	See Unit 4 Plan.	Meets Standard	There is clear evidence in this instructional material that students analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-3.Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	See Unit 3 Plan.	See Unit 3 Plan.	Meets Standard	There is clear evidence in this instructional material that students develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS-ESS2-4.Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	See Unit 4 Plan.	See Unit 4 Plan.	Meets Standard	There is clear evidence in this instructional material that students use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS2-5.Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	See Unit 2 Plan.	See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2-6.Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	See Unit 4 Plan.	See Unit 4 Plan.	Meets Standard	There is clear evidence in this instructional material that students develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS2-7.Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	See Unit 2 Plan.	See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
HS-ESS3 Earth and Human Activity				

HS-ESS3-1.Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	See Unit 3 Plan. See Unit 4 Plan.	See Unit 3 Plan. See Unit 4 Plan.	Meets Standard	There is clear evidence in this instructional material that students construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2.Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3.Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4.Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS3-5.Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	See Unit 4 Plan. See Unit 5 Plan.	See Unit 4 Plan. See Unit 5 Plan.	Meets Standard	There is clear evidence in this instructional material that students analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
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.	See Unit 6 Plan.	See Unit 6 Plan.	Does Not Meet Standard	Cannot find where this NVACSS is taught or assessed via the evidence submitted.

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.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
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.	See Unit 6 Plan.	See Unit 6 Plan.	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.
HS-ETS1-4.Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Nevada's Academic Content Standards Alignment Form for High School Science: Earth and Space

Nevada Academic Content Standards for High School Science: Earth and Space	**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-ESS1 Earth's Place in the Universe				
HS-ESS1-1.Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	See Unit 1 Plan.	See Unit 1 Plan.	Meets Standard	There is clear evidence in this instructional material that students develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	See Unit 2 Plan.	See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.	See Unit 1 Plan.	See Unit 1 Plan.	Meets Standard	There is clear evidence in this instructional material that students communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-4.Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	See Unit 1 Plan. See Unit 2 Plan.	See Unit 1 Plan. See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ESS1-5.Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	See Unit 3 Plan.	See Unit 3 Plan.	Meets Standard	There is clear evidence in this instructional material that students evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS1-6.Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	See Unit 2 Plan.	See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2 Earth's Systems				

HS-ESS2-1.Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	See Unit 3 Plan.	See Unit 3 Plan.	Meets Standard	There is clear evidence in this instructional material that students develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-2.Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	See Unit 4 Plan.	See Unit 4 Plan.	Meets Standard	There is clear evidence in this instructional material that students analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-3.Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	See Unit 3 Plan.	See Unit 3 Plan.	Meets Standard	There is clear evidence in this instructional material that students develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS-ESS2-4.Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	See Unit 4 Plan.	See Unit 4 Plan.	Meets Standard	There is clear evidence in this instructional material that students use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS2-5.Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	See Unit 2 Plan.	See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2-6.Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	See Unit 4 Plan.	See Unit 4 Plan.	Meets Standard	There is clear evidence in this instructional material that students develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS2-7.Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	See Unit 2 Plan.	See Unit 2 Plan.	Meets Standard	There is clear evidence in this instructional material that students construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
HS-ESS3 Earth and Human Activity				

HS-ESS3-1.Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	See Unit 3 Plan. See Unit 4 Plan.	See Unit 3 Plan. See Unit 4 Plan.	Meets Standard	There is clear evidence in this instructional material that students construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2.Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3.Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4.Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS3-5.Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	See Unit 4 Plan. See Unit 5 Plan.	See Unit 4 Plan. See Unit 5 Plan.	Meets Standard	There is clear evidence in this instructional material that students analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
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.	See Unit 6 Plan.	See Unit 6 Plan.	Does Not Meet Standard	Cannot find where this NVACSS is taught or assessed via the evidence submitted.

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.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
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.	See Unit 6 Plan.	See Unit 6 Plan.	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.
HS-ETS1-4.Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	See Unit 6 Plan.	See Unit 6 Plan.	Meets Standard	There is clear evidence in this instructional material that students use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.