

MS-LS1-8 From Molecules to Organisms: Structures and Processes

California Alternate Assessment for Science—Item Content Specifications

# MS-LS1-8 From Molecules to Organisms: Structures and Processes

| California Science Connector | Focal Knowledge, Skills, and Abilities | Essential Understanding |
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| Identify examples of how sensory information sent to the brain is used immediately for behavior or stored as a memory. | 1. Ability to identify an example of how sensory information is used immediately for behavior.
2. Ability to identify an example of how sensory information sent to brain is stored as a memory.
 | Identify that the brain and behavioral responses are part of a system that allows animals to survive (e.g., how the appearance of food generates behavioral responses like salivation or hunger, how the smell of particular foods can bring up past memories associated with that smell). |

## **CA NGSS Performance Expectation**

Students who demonstrate understanding can:

**Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.** *[Assessment Boundary*: *Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]*

## Mastery Statements

Students will be able to:

* Identify examples in which the response of animals to sensory information helps the animals survive
* Identify a sensory input that will trigger a specific behavior in a human or an animal
* Identify a specific behavior in a human or animal that will result from a sensory input
* Identify a memory that will result from a sensory input
* Identify the pathway by which a sensory input results in an action
* Identify the pathway by which a sensory input results in a memory

## Possible Phenomena or Contexts

*Note that the list in this section is not exhaustive or prescriptive.*

**Possible contexts include the following:**

* Pleasant flavors
* Pleasant scents
* Enjoyable activities
* Stimuli that cause reflexive behavior

## Additional Assessment Boundaries

* None listed at this time

## Additional References

California Science Test Item Specification for MS-LS1-8

<https://www.cde.ca.gov/ta/tg/ca/documents/itemspecs-ms-ls1-8.docx>

Environmental Principles and Concepts <http://californiaeei.org/abouteei/epc/>

The *2016 Science Framework for California Public Schools Kindergarten through Grade Twelve* <https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp>

Appendix 1: Progression of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts in Kindergarten through Grade Twelve

<https://www.cde.ca.gov/ci/sc/cf/documents/scifwappendix1.pdf>

Appendix 2: Connections to Environmental Principles and Concepts

<https://www.cde.ca.gov/ci/sc/cf/documents/scifwappendix2.pdf>

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