

## Comparison of Arizona's Science Standard to the Crosscutting Concepts

| Arizona Science Standard<br>Unifying Concepts | A Framework for K-12 Science Education<br>Crosscutting Concepts  |
|---|--|
| Systems, Order, and Organization              | <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Energy and Matter</li> <li>• Systems and System Models</li> </ul>         |
| Evidence, Models, and Explanation             | <ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Energy and Matter</li> <li>• Systems and System Models</li> </ul> |
| Constancy, Change, and Measurement            | <ul style="list-style-type: none"> <li>• Scale, Proportion and Quantity</li> <li>• Stability and Change</li> </ul>                     |
| Evolution and Equilibrium                     | <ul style="list-style-type: none"> <li>• Stability and Change</li> </ul>   |
| Form and Function                             | <ul style="list-style-type: none"> <li>• Structure and Function</li> </ul>   |

This chart shows how the Unifying Concepts on page viii of the introduction of the [Arizona's Science Standard](#) and the seven crosscutting concepts from the [Framework](#) complement and can be taught in conjunction with each other. While the descriptions of Arizona concepts are broad, the *Framework* provides additional specificity; both are intended to show what big ideas students should be investigating across all disciplines of science.