**DCI: Engineering Design**

**MS.ETS1.A: Defining and Delimiting Engineering Problems**

The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (MS-ETS1-1)

**DCI: Engineering Design**

**MS.ETS1.B: Developing Possible Solutions**

A solution needs to be tested, and then modified on the basis of the test results in order to improve it. (MS-ETS1-4)

**DCI: Engineering Design**

**MS.ETS1.B: Developing Possible Solutions**

There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2), (MS-ETS1-3)
MS.ETS1.B: Developing Possible Solutions

Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3)

MS.ETS1.B: Developing Possible Solutions

Models of all kinds are important for testing solutions. (MS-ETS1-4)

MS.ETS1.C: Optimizing the Design Solution

Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process - that is, some of the characteristics may be incorporated into the new design. (MS-ETS1-3)
**DCI: Engineering Design**

**MS.ETS1.C: Optimizing the Design Solution**

The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (MS-ETS1-4)

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**DCI: Matter and Its Interactions**

**MS.PS1.B: Chemical Reactions**

Some chemical reactions release energy, others store energy. (MS-PS1-6)

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**DCI: Engineering Design**

**MS.ETS1.B: Developing Possible Solutions**

A solution needs to be tested, and then modified on the basis of the test results in order to improve it. (MS-PS1-6)
**MS.ETS1.C: Optimizing the Design Solution**

Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process - that is, some of the characteristics may be incorporated into the new design. (MS-PS1-6)

**MS.ETS1.C: Optimizing the Design Solution**

The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (MS-PS1-6)

**MS.PS3.A: Definitions of Energy**

Temperature is not a measure of energy; the relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS3-3)
**DCI: Energy**

**MS.PS3.B: Conservation of Energy and Energy Transfer**

Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3)

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**DCI: Engineering Design**

**MS.ETS1.A: Defining and Delimiting Engineering Problems**

The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (MS-PS3-3)

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**DCI: Engineering Design**

**MS.ETS1.B: Developing Possible Solutions**

A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (MS-PS3-3)
**DCI: Ecosystems: Interactions, Energy, and Dynamics**

**MS.LS2.C: Ecosystem Dynamics, Functioning, and Resilience**

Biodiversity describes the variety of species found in Earth’s terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem’s biodiversity is often used as a measure of its health. (MS-LS2-5)

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**DCI: Biological Evolution: Unity and Diversity**

**MS.LS4.D: Biodiversity and Humans**

Changes in biodiversity can influence humans’ resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on— for example, water purification and recycling. (MS-LS2-5)

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**DCI: Engineering Design**

**MS.ETS1.B: Developing Possible Solutions**

There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-LS2-5)
Performance Expectation

**MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.*

**Clarification Statement:** none

**Assessment Boundary:** none

* This performance expectation integrates traditional science content with engineering through a practice or disciplinary code idea.

Performance Expectation

**MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.*

**Clarification Statement:** none

**Assessment Boundary:** none

* This performance expectation integrates traditional science content with engineering through a practice or disciplinary code idea.

Performance Expectation

**MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.*

**Clarification Statement:** none

**Assessment Boundary:** none

* This performance expectation integrates traditional science content with engineering through a practice or disciplinary code idea.
Performance Expectation

**MS-ETS1-4:** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

*Clarification Statement:* none  
*Assessment Boundary:* none

*This performance expectation integrates traditional science content with engineering through a practice or disciplinary code idea.*

Performance Expectation

**MS-PS1-6:** Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

*Clarification Statement:* Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.  
*Assessment Boundary:* Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

*This performance expectation integrates traditional science content with engineering through a practice or disciplinary code idea.*

Performance Expectation

**MS-PS3-3:** Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

*Clarification Statement:* Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.  
*Assessment Boundary:* Assessment does not include calculating the total amount of thermal energy transferred.

*This performance expectation integrates traditional science content with engineering through a practice or disciplinary code idea.*
**Performance Expectation**

**MS-LS2-5:** Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*

*This performance expectation integrates traditional science content with engineering through a practice or disciplinary code idea.*

**Clarification Statement:** Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.

**Assessment Boundary:** none

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**Science and Engineering Practices**

### Asking Questions and Defining Problems

Asking questions and defining problems in grades 6–8 builds from grades K–5 experiences and progresses to specifying relationships between variables and clarifying arguments and models.

Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (MS-ETS1-1)

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### Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (MS-ETS1-4)
Science and Engineering Practices

**Analyzing and Interpreting Data**

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3)

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Science and Engineering Practices

**Engaging in Argument from Evidence**

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2)

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Science and Engineering Practices

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. (MS-PS1-6)
Science and Engineering Practices

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (MS-PS3-3)

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Science and Engineering Practices

**Engaging in Argument from Evidence**

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-LS2-5)

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Crosscutting Concepts

**Energy and Matter**

The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6)
Crosscutting Concepts

Energy and Matter
The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS3-3)

Crosscutting Concepts

Stability and Change
Small changes in one part of a system might cause large changes in another part. (MS-LS2-5)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering, and Technology on Society and the Natural World
The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)
Influence of Science, Engineering, and Technology on Society and the Natural World

All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ETS1-1)

Science Addresses Questions About the Natural and Material World

Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS2-5)

Influence of Science, Engineering, and Technology on Society and the Natural World

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-LS2-5)
Common Core State Standards for ELA/Literacy

Reading in Science

RST.6-8.1 - Key Ideas and Details
Cite specific textual evidence to support analysis of science and technical texts. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3)

Common Core State Standards for ELA/Literacy

Reading in Science

RST.6-8.7 - Integration of Knowledge and Ideas
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ETS1-3)

Common Core State Standards for ELA/Literacy

Reading in Science

RST.6-8.9 - Integration of Knowledge and Ideas
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ETS1-2), (MS-ETS1-3)
**Common Core State Standards for ELA/Literacy**

**Speaking & Listening**

**SL.8.5 - Presentation of Knowledge and Ideas**

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-ETS1-4)

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**Common Core State Standards for ELA/Literacy**

**Writing in Science**

**WHST.6-8.7 - Research to Build and Present Knowledge**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-ETS1-2)

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**Common Core State Standards for ELA/Literacy**

**Writing in Science**

**WHST.6-8.8 - Research to Build and Present Knowledge**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-ETS1-1)
Writing in Science
WHST.6-8.9 - Research to Build and Present Knowledge
Draw evidence from informational texts to support analysis reflection, and research. (MS-ETS1-2)

Common Core State Standards for Mathematics
Expressions & Equations
7.EE.B.3 - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3)

Common Core State Standards for Mathematics
Statistics & Probability
7.SP.C.7 - Investigate chance processes and develop, use, and evaluate probability models.
Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (MS-ETS1-4)
Common Core State Standards for Mathematics

Mathematical Practices

MP.2 - Reason abstractly and quantitatively

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)