

Disciplinary Core Idea

HS.ETS1.A: Defining and Delimiting Engineering Problems

Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (HS-ETS1-1)

Disciplinary Core Idea

HS.ETS1.A: Defining and Delimiting Engineering Problems

Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (HS-ETS1-1)

Disciplinary Core Idea

HS.ETS1.B: Developing Possible Solutions

When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. (HS-ETS1-3)

Disciplinary Core Idea

HS.ETS1.B: Developing Possible Solutions

Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-ETS1-4)

Disciplinary Core Idea

HS.ETS1.C: Optimizing the Design Solution

Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (HS-ETS1-2)

Disciplinary Core Idea

HS.PS1.B: Chemical Reactions

In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (HS-PS1-6)

Disciplinary Core Idea

HS.ETS1.C: Optimizing the Design Solution

Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (HS-PS1-6)

Disciplinary Core Idea

HS.PS2.A: Forces and Motion

If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-3)

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Disciplinary Core Idea

HS.ETS1.C: Optimizing the Design Solution

Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (HS-PS2-3)

Disciplinary Core Idea

HS.PS3.A: Definitions of Energy

At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS-PS3-3)

Disciplinary Core Idea

HS.PS3.D: Energy in Chemical Processes and Everyday Life

Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (HS-PS3-3)

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Disciplinary Core Idea

HS.LS2.C: Ecosystem Dynamics, Functioning, and Resilience

Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (HS-LS2-7)

Disciplinary Core Idea

HS.LS4.D: Biodiversity and Humans

Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (HS-LS2-7)

Disciplinary Core Idea

HS.LS4.D: Biodiversity and Humans

Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (HS-LS2-7)

Disciplinary Core Idea

HS.ETS1.B: Developing Possible Solutions

When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. (HS-LS2-7)

Disciplinary Core Idea

HS.LS4.C: Adaptation

Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species. (HS-LS4-6)

Disciplinary Core Idea

HS.LS4.D: Biodiversity and Humans

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Disciplinary Core Idea

HS.ETS1.B: Developing Possible Solutions

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Disciplinary Core Idea

HS.ETS1.B: Developing Possible Solutions

Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-LS4-6)

Disciplinary Core Idea

HS.ESS3.A: Natural Resources

All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2)

Disciplinary Core Idea

HS.ETS1.B: Developing Possible Solutions

When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. (HS-ESS3-2)

Disciplinary Core Idea

HS.ESS3.C: Human Impacts on Earth Systems

Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4)

Disciplinary Core Idea

HS.ETS1.B: Developing Possible Solutions

When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. (HS-ESS3-4)

Performance Expectation

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.*

Clarification Statement: none

Assessment Boundary: none

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

Performance Expectation

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. *

Clarification Statement: none

Assessment Boundary: none

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

Performance Expectation

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.*

Clarification Statement: none

Assessment Boundary: none

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

Performance Expectation

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.*

Clarification Statement: none

Assessment Boundary: none

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

Performance Expectation

HS-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*

Clarification Statement: Emphasis is on the application of Le Chatlier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.

Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

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

Performance Expectation

HS-PS2-3: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*

Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.

Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.

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

Performance Expectation

HS-PS3-3: Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*

Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.

Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

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

Performance Expectation

HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*

Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.

Assessment Boundary: none

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

Performance Expectation

HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*

Clarification Statement: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

Assessment Boundary: none

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

Performance Expectation

HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*

Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.

Assessment Boundary: none

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

Performance Expectation

HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*

Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geo-engineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).

Assessment Boundary: none

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

Science and Engineering Practice

Asking Questions and Defining Problems

Asking questions and defining problems in 9–12 builds on grades K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.

Analyze complex real-world problems by specifying criteria and constraints for successful solutions. (HS-ETS1-1)

Science and Engineering Practice

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems. (HS-ETS1-4)

Science and Engineering Practice

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-2)

Science and Engineering Practice

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-3)

Science and Engineering Practice

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS1-6)

Science and Engineering Practice

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects. (HS-PS2-3)

Science and Engineering Practice

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS3-3)

Science and Engineering Practice

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-LS2-7)

Science and Engineering Practice

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

Create or revise a simulation of a phenomenon, designed device, process, or system. (HS-LS4-6)

Science and Engineering Practice

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations). (HS-ESS3-2)

Science and Engineering Practice

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ESS3-4)

Crosscutting Concept

Systems and System Models

Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.

(HS-ETS1-4)

Crosscutting Concept

Stability and Change

Much of science deals with constructing explanations of how things change and how they remain stable. (HS-PS1-6)

Crosscutting Concept

Cause and Effect

Systems can be designed to cause a desired effect. (HS-PS2-3)

Crosscutting Concept

Energy and Matter

Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS3-3)

Crosscutting Concept

Stability and Change

Much of science deals with constructing explanations of how things change and how they remain stable. (HS-LS2-7)

Crosscutting Concept

Cause and Effect

Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-LS4-6)

Crosscutting Concept

Stability and Change

Feedback (negative or positive) can stabilize or destabilize a system. (HS-ESS3-4)

Connection to Engineering, Technology, and Applications of Science

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

New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1), (HS-ETS1-3)

Connection to Engineering, Technology, and Applications of Science

Science Addresses Questions About the Natural and Material World

Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions. (HS-ESS3-2)

Connection to Engineering, Technology, and Applications of Science

Science Addresses Questions About the Natural and Material World

Science knowledge indicates what can happen in natural systems—not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge. (HS-ESS3-2)

Connection to Engineering, Technology, and Applications of Science

Science Addresses Questions About the Natural and Material World

Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues. (HS-ESS3-2)

Connection to Engineering, Technology, and Applications of Science

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

Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS3-3)

Connection to Engineering, Technology, and Applications of Science

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

Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-ESS3-2)

Connection to Engineering, Technology, and Applications of Science

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

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Connection to Engineering, Technology, and Applications of Science

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

Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-ESS3-4)

Common Core State Standards for ELA/Literacy

Reading in Science

RST.11-12.7 - Integration of Knowledge and Ideas

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-ETS1-1), (HS-ETS1-3)

Common Core State Standards for ELA/Literacy

Reading in Science

RST.11-12.8 - Integration of Knowledge and Ideas

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

(HS-ETS1-1), (HS-ETS1-3)

Common Core State Standards for ELA/Literacy

Reading in Science

RST.11-12.9 - Integration of Knowledge and Ideas

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

(HS-ETS1-1), (HS-ETS1-3)

Common Core State Standards for Mathematics

Mathematical Practices

MP.2 - Reason abstractly and quantitatively

Reason abstractly and quantitatively. (HS-ETS1-1), (HS-ETS1-3), (HS-ETS1-4)

Common Core State Standards for Mathematics

Mathematical Practices

MP.4 - Model with mathematics

Model with mathematics. (HS-ETS1-1), (HS-ETS1-2), (HS-ETS1-3), (HS-ETS1-4)