

Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

MS.ETS1.B: Developing Possible Solutions

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

Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

MS.PS1.B: Chemical Reactions

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

Disciplinary Core Idea

MS.ETS1.B: Developing Possible Solutions

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Disciplinary Core Idea

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Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

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)

Disciplinary Core Idea

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

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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.*

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

** 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 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)

Science and Engineering Practice

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 Practice

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)

Science and Engineering Practice

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)

Science and Engineering Practice

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 Practice

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)

Science and Engineering Practice

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)

Crosscutting Concept

Energy and Matter

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

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

Crosscutting Concept

Stability and Change

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

Connection 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)

Connection to Engineering, Technology, and Applications of Science

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)

Connection to Engineering, Technology, and Applications of Science

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)

Connection 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. 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)

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)

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)

Common Core State Standards for ELA/Literacy

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

Reason abstractly and quantitatively. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)