

Indiana Academic Standards Science



Grade 5

K-12 Science Indiana Academic Standards Overview

The K-12 Science Indiana Academic Standards are based on *A Framework for K-12 Science Education* (NRC, 2012) and the Next Generation Science Standards (NGSS Lead States, 2013). They are meant to reflect a new vision for science education. The following conceptual shifts reflect what is new about these science standards. The K-12 Science Indiana Academic Standards:

- Reflect science as it is practiced and experienced in the real world;
- Build logically from kindergarten through grade 12;
- Focus on deeper understanding as well as application of content; and
- Integrate practices, crosscutting concepts, and core ideas.

The K-12 Science Indiana Academic Standards outline the knowledge, science, and engineering practices that all students should learn by the end of high school. The standards are three-dimensional because each student performance expectation engages students at the nexus of the following three dimensions:

- Dimension 1 describes scientific and engineering practices.
- Dimension 2 describes crosscutting concepts, overarching science concepts that apply across science disciplines.
- Dimension 3 describes core ideas in the science disciplines.

Science and Engineering Practices (*as found in NGSS*)

The eight practices describe what scientists use to investigate and build models and theories of the world around them or that engineers use as they build and design systems. The practices are essential for all students to learn and are as follows:

1. Asking questions (for science) and defining problems (for engineering);
2. Developing and using models;
3. Planning and carrying out investigations;
4. Analyzing and interpreting data;
5. Using mathematics and computational thinking;
6. Constructing explanations for science and designing solutions for engineering;
7. Engaging in argument from evidence; and
8. Obtaining, evaluating, and communicating information.

Crosscutting Concepts (*as found in NGSS*)

The seven crosscutting concepts bridge disciplinary boundaries and unit core ideas throughout the fields of science and engineering. Their purpose is to help students deepen their understanding of the disciplinary core ideas, and develop a coherent, and scientifically based view of the world. The seven crosscutting concepts are as follows:

1. *Patterns*. Observed patterns of forms and events guide organization and classification, and prompt questions about relationships and the factors that influence them.
2. *Cause and Effect: Mechanism and Explanation*. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated.

3. *Scale, Proportion, and Quantity*. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
4. *Systems and System Models*. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
5. *Energy and Matter: Flows, Cycles, and Conservation*. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
6. *Structure and Function*. The way in which an object or living thing is shaped and its substructure determines many of its properties and functions.
7. *Stability and Change*. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Disciplinary Core Ideas (as found in NGSS)

The disciplinary core ideas describe the content that occurs at each grade or course. The K-12 Science Indiana Academic Standards focus on a limited number of core ideas in science and engineering both within and across the disciplines and are built on the notion of learning as a developmental progression. The Disciplinary Core Ideas are grouped into the following domains:

- Physical Science (PS)
- Life Science (LS)
- Earth and Space Science (ESS)
- Engineering, Technology and Applications of Science (ETS)

The K-12 Science Indiana Academic Standards are not intended to be used as curriculum. Instead, the standards are the minimum that students should know and be able to do. Therefore, teachers should continue to differentiate for the needs of their students by adding depth and additional rigor.

References:

- National Research Council. 2012. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13165>.
- NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.

How to Read the Revised Science Indiana Academic Standards

Standard Number	Title
<p>The title for a set of performance expectations is not necessarily unique and may be reused at several different grade levels.</p>	
<p>Students who demonstrate understanding can:</p> <p>Standard Number Performance Expectation: A statement that combines practices, core ideas, and crosscutting concepts together to describe how students can show what they have learned. [Clarification Statement: A statement that supplies examples or additional clarification to the performance expectation.]</p>	
<p>Science and Engineering Practices</p> <p>Science and Engineering Practices are activities that scientists and engineers engage in to either understand the world or solve the problem.</p> <p>There are 8 practices. These are integrated into each standard. They were previously found at the beginning of each grade level content standard and known as SEPs.</p> <p>Connections to the Nature of Science</p> <p>Connections are listed in either practices or the crosscutting concepts section.</p>	<p>Disciplinary Core Ideas</p> <p>Disciplinary Core Ideas are concepts in science and engineering that have broad importance within and across disciplines as well as relevance in people’s lives.</p> <p>To be considered core, the ideas should meet at least two of the following criteria and ideally all four:</p> <ul style="list-style-type: none"> ● Have broad importance across multiple sciences or engineering disciplines or be a key organizing concept of a single discipline; ● Provide a key tool for understanding or investigating more complex ideas and solving problems; ● Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge; ● Be teachable and learnable over multiple grades at increasing levels of depth and sophistication. <p>Disciplinary ideas are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology, and applications of science.</p> <p>Crosscutting Concepts</p> <p>Crosscutting concepts are seven ideas such as Patterns and Cause and Effect, which are not specific to any one discipline but cut across them all.</p> <p>Crosscutting concepts have value because they provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas.</p> <p>Connections to Engineering, Technology and Applications of Science</p> <p>These connections are drawn from either the Disciplinary Core Ideas or Science and Engineering Practices.</p>

5-PS1-1 Matter and Its Interactions	
<p>Students who demonstrate understanding can:</p> <p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.2: Developing and Using Models</p> <p>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Use models to describe phenomena. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Matter of any type can be subdivided into particles that are too small to see, but even then, the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.3: Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Natural objects exist from the very small to the immensely large.

5-PS1-2 Matter and Its Interactions	
<p>Students who demonstrate understanding can:</p> <p>5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.]</p>	
<p style="background-color: #333399; color: white; padding: 2px;">Science and Engineering Practices</p> <p>SEP.5: Using Mathematics and Computational Thinking</p> <p>Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> Measure and graph quantities such as weight to address scientific and engineering questions and problems. 	<p style="background-color: #ff9933; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)
	<p style="background-color: #99cc66; color: white; padding: 2px;">Crosscutting Concepts</p> <p>CC.3: Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes consistent patterns in natural systems.

5-PS1-3 Matter and Its Interactions

Students who demonstrate understanding can:

5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.]

Science and Engineering Practices

SEP.3: Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)

Crosscutting Concepts

CC.3: Scale, Proportion, and Quantity

- Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.

5-PS1-4 Matter and Its Interactions	
Students who demonstrate understanding can:	
5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.3: Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> When two or more different substances are mixed, a new substance with different properties may be formed.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change.

5-PS2-1 Motion and Stability: Forces and Interaction	
Students who demonstrate understanding can:	
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.]	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.7: Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Support an argument with evidence, data, or a model. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.2: Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change.

5-PS3-1 Energy	
<p>Students who demonstrate understanding can:</p> <p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]</p>	
<p style="background-color: #4b0082; color: white; padding: 2px;">Science and Engineering Practices</p> <p>SEP.2: Developing and Using Models</p> <p>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Use models to describe phenomena. 	<p style="background-color: #ff8c00; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>PS3.D: Energy in Chemical Processes and Everyday Life</p> <ul style="list-style-type: none"> The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. <i>(secondary)</i>
	<p style="background-color: #76c73a; color: white; padding: 2px;">Crosscutting Concepts</p> <p>CC.5: Energy and Matter</p> <ul style="list-style-type: none"> Energy can be transferred in various ways and between objects.

5-LS1-1 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]</p>	
<p style="background-color: #4b0082; color: white; padding: 2px;">Science and Engineering Practices</p> <p>SEP.7: Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Support an argument with evidence, data, or a model. 	<p style="background-color: #ff8c00; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> Plants acquire their material for growth chiefly from air and water.
	<p style="background-color: #76c73a; color: white; padding: 2px;">Crosscutting Concepts</p> <p>CC.5: Energy and Matter</p> <ul style="list-style-type: none"> Matter is transported into, out of, and within systems.

5-LS2-1 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.]

Science and Engineering Practices

SEP.2: Developing and Using Models

Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model to describe phenomena.

Connections to the Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Science explanations describe the mechanisms for natural events.

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.

Crosscutting Concepts

CC.4: Systems and System Models

- A system can be described in terms of its components and their interactions.

5-ESS1-1 Earth's Place in the Universe	
<p>Students who demonstrate understanding can:</p> <p>5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.7: Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Support an argument with evidence, data, or a model. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>ESS1.A: The Universe and its Stars</p> <ul style="list-style-type: none"> The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.3: Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Natural objects exist from the very small to the immensely large.

5-ESS1-2 Earth's Place in the Universe	
<p>Students who demonstrate understanding can:</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.4: Analyzing and Interpreting Data</p> <p>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.1: Patterns</p> <ul style="list-style-type: none"> Similarities and differences in patterns can be used to sort, classify, communicate, and analyze simple rates of change for natural phenomena.

5-ESS2-1 Earth's Systems	
<p>Students who demonstrate understanding can:</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.]</p>	
<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>
<p>SEP.2: Developing and Using Models</p> <p>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Develop a model using an example to describe a scientific principle. 	<p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
	<p>Crosscutting Concepts</p>
	<p>CC.4: Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions.

5-ESS2-2 Earth's Systems	
<p>Students who demonstrate understanding can:</p> <p>5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>	
<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>
<p>SEP.5: Using Mathematics and Computational Thinking</p> <p>Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> Describe and graph quantities such as area and volume to address scientific questions. 	<p>ESS2.C: The Roles of Water in Earth’s Surface Processes</p> <ul style="list-style-type: none"> Nearly all of Earth’s available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.
	<p>Crosscutting Concepts</p>
	<p>CC.3: Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Standard units are used to measure and describe physical quantities such as weight and volume.

5-ESS3-1 Earth and Human Activity	
<p>Students who demonstrate understanding can:</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	
<p style="background-color: #333399; color: white; padding: 2px;">Science and Engineering Practices</p> <p>SEP.8: Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. 	<p style="background-color: #ff9933; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments.
	<p style="background-color: #99cc66; color: white; padding: 2px;">Crosscutting Concepts</p> <p>CC.4: Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions. <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science Addresses Questions About the Natural and Material World.</p> <ul style="list-style-type: none"> Science findings are limited to questions that can be answered with empirical evidence.

3-5-ETS1-1 Engineering Design	
<p>Students who demonstrate understanding can:</p> <p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>	
<p style="background-color: #000080; color: white; padding: 2px;">Science and Engineering Practices</p> <p>SEP.1: Asking Questions and Defining Problems</p> <p>Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. 	<p style="background-color: #ff8c00; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.
	<p style="background-color: #70ad47; color: white; padding: 2px;">Crosscutting Concepts</p> <p>Connections to Engineering, Technology and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> People’s needs and wants change over time, as do their demands for new and improved technologies.

3-5-ETS1-2 Engineering Design	
<p>Students who demonstrate understanding can:</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>	
<p style="background-color: #4b0082; color: white; padding: 2px;">Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. 	<p style="background-color: #ff8c00; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> • Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. • At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.
	<p style="background-color: #90ee90; padding: 2px;">Crosscutting Concepts</p> <p style="text-align: center;">Connections to Engineering, Technology and Applications of Science</p> <p style="text-align: center;">Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.

3-5-ETS1-3 Engineering Design	
<p>Students who demonstrate understanding can:</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	
<p style="background-color: #4b0082; color: white; padding: 2px;">Science and Engineering Practices</p> <p>SEP.3: Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. 	<p style="background-color: #ff8c00; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> • Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> • Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.