

Indiana Academic Standards Science



Grade 6

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</p>	<p>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>

MS-PS4-1 Waves and Their Applications in Technologies for Information Transfer	
<p>Students who demonstrate understanding can:</p> <p>MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.]</p>	
<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.5: Using Mathematics and Computational Thinking</p> <p>Mathematical and computational thinking at the 6–8 level builds on K–5 and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</p> <ul style="list-style-type: none"> Use mathematical representations to describe and/or support scientific conclusions and design solutions. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.1: Patterns</p> <ul style="list-style-type: none"> Graphs and charts can be used to identify patterns in data.

MS-PS4-2 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.]

Science and Engineering Practices

SEP.2: Developing and Using Models

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

- Develop and use a model to describe phenomena.

Disciplinary Core Ideas

PS4.A: Wave Properties

- A sound wave needs a medium through which it is transmitted.

PS4.B: Electromagnetic Radiation

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object’s material and the frequency (color) of the light.
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves.

Crosscutting Concepts

CC.6: Structure and Function

- Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.

MS-PS4-3 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in Wi-Fi devices, and conversion of stored binary patterns to make sound or text on a computer screen.]

<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.8: Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.6: Structure and Function</p> <ul style="list-style-type: none"> Structures can be designed to serve particular functions. <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations. <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> Advances in technology influence the progress of science and science has influenced advances in technology.

MS-LS1-6 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.]

Science and Engineering Practices

SEP.6: 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 knowledge, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Science knowledge is based upon logical connections between evidence and explanations.

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.

PS3.D: Energy in Chemical Processes and Everyday Life

- The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen. (*secondary*)

Crosscutting Concepts

CC.5: Energy and Matter

- Within a natural system, the transfer of energy drives the motion and/or cycling of matter.

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

Students who demonstrate understanding can:

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause-and-effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

Science and Engineering Practices

SEP.4: 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 provide evidence for phenomena.

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
- In any ecosystem, organisms, and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
- Growth of organisms and population increases are limited by access to resources.

Crosscutting Concepts

CC.2 Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems.

MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial (symbiosis).]

Science and Engineering Practices**SEP.6: 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.

- Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena.

Disciplinary Core Ideas**LS2.A: Interdependent Relationships in Ecosystems**

- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.

Crosscutting Concepts**CC.1: Patterns**

- Patterns can be used to identify cause and effect relationships.

MS-LS2-3 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.]

Science and Engineering Practices

SEP.2: 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 describe phenomena.

Disciplinary Core Ideas

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

- Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.

Crosscutting Concepts

CC.5: Energy and Matter

- The transfer of energy can be tracked as energy flows through a natural system.

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

MS-LS2-4 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]

Science and Engineering Practices

SEP.7: 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).

- Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Science disciplines share common rules of obtaining and evaluating empirical evidence.

Disciplinary Core Ideas

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

Crosscutting Concepts

CC.7: Stability and Change

- Small changes in one part of a system might cause large changes in another part.

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

Students who demonstrate understanding can:

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.]

<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 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).</p> <ul style="list-style-type: none"> Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> 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. <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> 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. <i>(secondary)</i> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. <i>(secondary)</i>
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.7: Stability and Change</p> <ul style="list-style-type: none"> Small changes in one part of a system might cause large changes in another part. <p style="text-align: center;">-----</p> <p style="text-align: center;">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"> The use 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. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.

MS-ESS1-1 Earth's Place in the Universe

Students who demonstrate understanding can:

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]

<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.2: Developing and Using Models</p> <p>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.</p> <ul style="list-style-type: none"> Develop and use a model to describe phenomena. 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>ESS1.A: The Universe and Its Stars</p> <ul style="list-style-type: none"> Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.1: Patterns</p> <ul style="list-style-type: none"> Patterns can be used to identify cause-and-effect relationships. <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 that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

MS-ESS1-2 Earth's Place in the Universe

Students who demonstrate understanding can:

MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state.)]

Science and Engineering Practices

SEP.2: 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 and use a model to describe phenomena.

Disciplinary Core Ideas

ESS1.A: The Universe and Its Stars

- Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.

ESS1.B: Earth and the Solar System

- The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
- The solar system appears to have formed from a disk of dust and gas, drawn together by gravity.

Crosscutting Concepts

CC.4: Systems and System Models

- Models can be used to represent systems and their interactions.

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

MS-ESS1-3 Earth's Place in the Universe

Students who demonstrate understanding can:

MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system. [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models].

<p style="text-align: center;">Science and Engineering Practices</p> <p>SEP.4: Analyzing and Interpreting Data</p> <p>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.</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. 	<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 solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
	<p style="text-align: center;">Crosscutting Concepts</p> <p>CC.3: Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems.

MS-ETS1-1 Engineering Design	
<p>Students who demonstrate understanding can:</p> <p>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.</p>	
<p style="background-color: #3f51b5; 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 grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables and clarifying arguments and models.</p> <ul style="list-style-type: none"> 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. 	<p style="background-color: #ff9800; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> 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 are likely to limit possible solutions.
	<p style="background-color: #4caf50; color: white; padding: 2px;">Crosscutting Concepts</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> 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. The uses of technologies and 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-ETS1-2 Engineering Design	
<p>Students who demonstrate understanding can:</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>	
<p style="background-color: #3f51b5; 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 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.</p> <ul style="list-style-type: none"> Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. 	<p style="background-color: #ff9800; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.

MS-ETS1-3 Engineering Design

Students who demonstrate understanding can:

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.

Science and Engineering Practices**SEP.4: 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.

Disciplinary Core Ideas**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.
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.

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 those characteristics may be incorporated into the new design.

MS-ETS1-4 Engineering Design

Students who demonstrate understanding can:

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.

Science and Engineering Practices**SEP.2: 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.

Disciplinary Core Ideas**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.
- Models of all kinds are important for testing solutions.

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.