

This sample set of reporting standards was developed after careful review of the Maine Learning Results: Parameters for Essential Instruction (MLR 2007) and the Next Generation Science Standards.

### Science Reporting Standard 1

PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS: Understand and analyze matter, reactions and physical systems (PS 1 + PS 2)

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
A. Make observations to construct an evidence-based account on how an object made of a small set of pieces can be disassembled and made into a new object. (2-PS1-3) (D3A)	A. 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. (5-PS1-2)(D3A)	A. Develop models to describe the atomic composition simple molecules and extended structures. (MS-PS1-1) (D3A)	A. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (HS-PS1-1) (D3a, D3b)
B. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (2-PS1-4) (D3B)	B. Plan and conduct investigations, make observations and measurements to identify materials based on their (observable) properties (2-PS1-1 AND 5-PS1-3) (D3C,D,E,F)	B. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. (MS-PS1-2) (D3C)	B. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS1-2) (D3b)
C. Plan and conduct an investigation to compare the effects of different strengths of different directions of pushes and pulls (K-PS2-1) (D4A)	C. Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4) (D3B,D3C)	C. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (MS-PS1-3)(E2A)	C. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (HS-PS1-4) (D3F)
	D. Conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (3-PS2-1)(D4A)	D. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. (MS-PS1-4) (D3E)	D. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (HS-PS1-5) (D3E)
	E. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. (3-PS2-2) (D4A,D4B,D4C)	E. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. (MS-PS1-5) (D3A, D3E, D3D)	E. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (HS-PS1-7)
	F. Develop a model to describe that matter is made of particles too small to be seen. (5-PS1-1) (D3G)	F. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (MS-PS2-2) (D4C)	F. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. (HS-PS1-8) (D3G, D3H)
	G. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. (3-PS2-3)	G. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. (MS-PS2-3) (D4D)	G. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (HS-PS2-1) (D4A)

	H. Support an argument that the gravitational force exerted by Earth on objects is directed down. (5-PS2-1)	H. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. (MS-PS2-4) (D4C)	H. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. (HS-PS2-2) (D4A)
		I. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. (MS-PS2-5)(D4E)	I. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. (HS-PS2-5) (D4C)

**Science Reporting Standard 2**

PHYSICAL SCIENCES: ENERGY, WAVES, AND ELECTROMAGNETIC RADIATION: Understand and analyze energy and the characteristics and dynamics of waves (PS 3 + PS 4)

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
A. Make observations to determine the effect of sunlight on Earth's surface. (K-PS3-1) (D2A)	A. Use evidence to construct an explanation relating the speed of an object to the energy of that object. (4-PS3-1)(D4B)	A. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. (MS-PS3-1) (D4C, D4E)	A. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. (HS-PS3-1) (D3I, D3J, D3K)
B. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)(D4B)	B. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. (4-PS3-2) (D3, DE, DF)	B. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. (MS-PS3-2) (D4E)	B. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). (HS-PS3-4) (D3J)
C. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. (1-PS4-3)(B1C)	C. Ask questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3) (D3F)	C. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS-PS3-4) (D4C)	C. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. (HS-PS3-5) (D4C)
	D. 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. (5-PS3-1)	D. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. (MS-PS3-5) (D4D)	D. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. (HS-PS4-1) (D4D)
	E. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. (4-PS4-1)	E. 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. (MS-PS4-1) (D4D)	E. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. (HS-PS4-3)
	F. Make observations to construct an evidence-based account that objects can be seen only when illuminated (1-PS4-2) AND develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. (4-PS4-2)	F. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. (MS-PS4-2) (D4D, D4E)	
		G. 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. (MS-PS4-3) (B2A-G)	

Science Reporting Standard 3

LIFE SCIENCES: STRUCTURE, FUNCTION, AND INFORMATION PROCESSING: Understand and analyze molecular, structural, and chemical biology (LS 1)

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
A.Use observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1.)	A.Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (3-LS1-1)	A.Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. (MS-LS1-1)	A.Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells. (HS-LS1-1) (E4B)
B.Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (1-LS1-2.)	B.Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (4-LS1-1)	B.Develop and use a model to describe the function of a cell as a whole, and the ways parts of cells contribute to the function. (MS-LS1-2)	B.Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (HS-LS1-2) (E3G)
	C.Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (4-LS1-2)	C.Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. (MS-LS1-3)	C.Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (HS-LS1-3) (E3E)
	D. Support an argument that plants get the materials they need for growth chiefly from air and water. (5-LS1-1)	D. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. (MS-LS1-4)	D. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. (HS-LS1-5) (E3C)
		E.Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (MS-LS1-5)	E.Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (HS-LS1-6) (D3B)
		F. 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. (MS-LS1-6)	F. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. (HS-LS1-7) (E2G)
		G. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. (MS-LS1-7)	
		H. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. (MS-LS1-8)	

Science Reporting Standard 4

LIFE SCIENCES: MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS: Understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem (LS 2)

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
A.Plan and conduct an investigation to determine if plants need sunlight and water to grow. (2-LS2-1)	A.Construct an argument that some animals form groups that help members survive. (3-LS2-1)	A.Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-1)	A.Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. (HS-LS2-1) (E2C)
	B.Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)	B.Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (MS-LS2-2)	B.Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. (HS-LS2-2)(E2C)
		C. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (MS-LS2-3)	C. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. (HS-LS2-3) (E2D)
		D. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-4)	D. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. (HS-LS2-4) (E2D)
			E. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. (HS-LS2-5) (D3C)
			F. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. (HS-LS2-6) (E2A)
			G. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and

**Science Reporting Standard 5**

LIFE SCIENCES: GROWTH, DEVELOPMENT, AND REPRODUCTION OF ORGANISMS, NATURAL SELECTION, AND ADAPTATIONS: Understand and analyze genetics, adaptation, and biodiversity (LS 3 + LS 4)

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
<p>A. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. (1-LS3-1)</p>	<p>A. Analyze interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1)</p>	<p>A. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. (MS-LS3-1)</p>	<p>A. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. (HS-LS3-1) (E4A)</p>
<p>B. Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)</p>	<p>B. Use evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2)</p>	<p>B. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (MS-LS3-2)</p>	<p>B. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. (HS-LS3-2) (E4A)</p>
	<p>C. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. (3-LS4-1)</p>	<p>C. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. (MS-LS4-1)</p>	<p>C. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. (HS-LS3-3) (E5A)</p>
	<p>D. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (3 -LS4-2)</p>	<p>D. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. (MS -LS4-2)</p>	<p>D. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. (HS-LS4-1) (E5A)</p>
	<p>E. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3 -LS4-3)</p>	<p>E. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. (MS -LS4-3)</p>	<p>E. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. (HS-LS4-2) (E5B)</p>

		<p>F. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. (MS -LS4-4)</p>	<p>F. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (HS-LS4-3) (E5C)</p>
		<p>G. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. (MS -LS4-5)</p>	<p>G. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. (HS-LS4-4) (E5D)</p>
		<p>H. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. (MS -LS4-6)</p>	<p>H. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. (HS-LS4-5) (E5D)</p>

**Science Standard 6**

EARTH AND SPACE SCIENCES: EARTH, SPACE, AND THE UNIVERSE: Understand and analyze the origins, interactions and relationships between and among the earth, our solar system, and the universe (ESS1)

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
A.Use observations of the sun, moon, and stars to describe patterns that can be predicted. (1-ESS1-1)	A.Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (4-ESS1-1)	A.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. (MS-ESS1-1)	A.Communicate scientific ideas about the way stars, over their life cycle, produce elements. (HS-ESS1-3)
B. Make observations at different times of year to relate the amount of daylight to the time of year. (1-ESS1-2)	B. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. (5-ESS1-1)	B. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (MS-ESS1-2)	B. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. (HS-ESS1-5) (D2B)
C. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (2-ESS1-1)	C.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. (5-ESS1-2)	C.Analyze and interpret data to determine scale properties of objects in the solar system. (MS-ESS1-3)	
		D.Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history. (MS-ESS1-4)	

Science Reporting Standard 7

EARTH AND SPACE SCIENCES: EARTH SYSTEMS: Understand and analyze earth’s systems and the relationship between human activity and the earth (ESS 2 + ESS 3)

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
A. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2.)	A. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather (K-ESS2-1) AND represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (3-ESS2-1)	A. Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process. (MS-ESS2-1)	A. Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. (HS-ESS2-1) (D2B)
B. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (K-ESS3-1.)	B. Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2.)	B. Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales. (MS-ESS2-2)	B. Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection. (HS-ESS2-3) (D2B)
C. Obtain information to identify where water is found on Earth and that it can be solid or liquid. (2-ESS2-3)	C. Develop a model, using an example, to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. (5-ESS2-1)	C. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (MS-ESS2-3)	C. Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate. (HS-ESS2-4) (D2A)
		D. Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity. (MS-ESS2-4)	D. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. (HS-ESS2-6) (D3C)
		E. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. (MS-ESS2-5)	E. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. (HS-ESS3-3) (C3A)
		F. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. (MS-ESS2-6)	
		G. Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy and groundwater resources are the result of past and current geoscience processes. (MS-ESS3-1)	
		H. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. (MS-ESS3-2)	
		I. Construct and argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. (MS-ESS3-4)	

J. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. (MS-ESS3-5)

**Science Reporting Standard 8**

ENGINEERING, TECHNOLOGY, AND APPLICATION OF SCIENCE: Demonstrate engineering concepts across multiple disciplines and novel situations

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
<p><b>Define and delimit engineering problems</b></p> <p>A. Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through development of a new object or tool, AND define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost. (K-2-ETS1-1)</p>	<p><b>Define and delimit engineering problems.</b></p> <p>A. Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through development of a new object or tool, AND define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)</p>	<p><b>Define and delimit engineering problems</b></p> <p>A. 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. (MS-ETS1-1)</p>	<p><b>Define and delimit engineering problems</b></p> <p>A. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. (HS-ETS1-1)</p>
<p>B. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull (K-PS2-2)</p>	<p>B. Define a simple design problem that can be solved by applying scientific ideas about magnets.* (3-PS2-4)</p>	<p>B. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* (MS-PS3-3)</p>	<p>B. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.* (HS-PS2-3)(D4A)</p>
<p>C. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather (K-ESS3-2)</p>	<p>C. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.* (4-PS3-4)</p>	<p>C. Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.* (MS-PS2-1)</p>	<p>D. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* (HS-PS2-6) (D3B)</p>
		<p>D. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* (MS-ESS3-3)</p>	
<p><b>Develop possible solutions</b></p>	<p><b>Develop possible solutions</b></p>	<p><b>Develop possible solutions</b></p>	<p><b>Develop possible solutions</b></p>
<p>Develop simple sketches, drawings or physical models to show how an object’s shape helps it function to solve a problem; AND generate and compare</p>	<p>Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>	<p>Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical</p>	<p>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 (HS-ETS1-3) AND use a computer simulation to model the impact of proposed</p>

multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (K-2-ETS1-2; 3-5-ETS1-2)	(MS-ETS1-2) AND develop models to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* (MS-PS3-3.* (MS-PS1-6)	solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS-ETS1-4)
Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area (K-PS3-2)		Evaluate competing design solutions for maintaining biodiversity and ecosystem services.* (MS-LS2-5)	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* (HS- LS2-7) (E1D)
Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment (K-ESS3-3)			
Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance (1-PS4-4)			
<b>Optimize the Design Solution</b>	<b>Optimize the Design Solution</b>	<b>Optimize the Design Solution</b>	<b>Optimize the Design Solution</b>
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weakness of how each perform, AND plan and carry out fair tests and analyze data from tests to determine if a design solution works as intended and compare the strengths and weaknesses of how each performs. (K-2-ETS1-3; 3-5-ETS1-3)	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weakness of how each perform, AND plan and carry out fair tests and analyze data from tests to determine if a design solution works as intended and compare the strengths and weaknesses of how each performs. (K-2-ETS1-3; 3-5-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. (MS-ETS1-3) AND develop models to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)	Design a solution to a complex real world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS-ETS1-2)
Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.(2-PS1-2)	Generate and compare multiple solutions that use patterns to transfer information.* (4-PS4-3)	G. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* (MS-PS1-6)	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.* (HS-PS1-6) (D3F)
Compare multiple solutions designed to slow or prevent wind			Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.* (HS-PS2-3) (D4F)

or water from changing the shape  
of the land. (2-ESS2-1)