Science Standards 101
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Virginia Rhame, NWAESC Science Specialist
vrhame@starfishnw.org

Lesley Merritt, CMASE Science Specialist
lmerritt@uark.edu

Today's ppt available at http://nwaescscience.pbworks.com/

Goals: Participants will . . .

- Better understand the NRC *Framework* and the three dimensions of Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.
- Be able to better support students participation in Science and Engineering Practices
- Be able to identify and better integrate Crosscutting Concepts into current curriculum
- Be able to successfully navigate and read new standards and supporting documents

Tentative Agenda:

8:30-9:00	Introduction, Agenda, Goals
9:00-9:25	Engage in a Typical Science Activity
9:25-10:00	Begin overview of NRC *Framework* and it's Three Dimensions (Core Ideas, Practices, and Crosscutting Concepts)
10:00-10:15	**Break**
10:15-11:30	Continue Overview of the Three Dimensions
11:30-12:00	**Lunch**
12:00-1:00	Complete Overview of the Three Dimensions
1:00-1:30	Navigating The Standards
1:30-1:45	**Break**
1:15-2:45	Navigating Standards, Planning for Transition
2:45-3:00	Wrap-Up and Reflect

My Think Sheet

Planning for New Science Standards

- http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards

- http://www.nextgenscience.org/next-generation-science-standards
  Official website for the Next Generation Science Standards

- http://www.nap.edu/catalog.php?record_id=13165
  Where to order or download the NRC *Framework for K12 Science Education* (the download is free, just have to register with email)

- http://nwaescscience.pbworks.com/
  Virginia Rhame's wiki

- http://cmasescience.pbworks.com
  Lesley Merritt's Wiki

- http://cmase.uark.edu
  Website for CMASE

- http://crosscutsymbols.weebly.com
  Crosscut Concepts Weebly

- http://ngss.nsta.org
  NSTA website that includes all things NGSS, definitely worth browsing, has webinars over the Science and Engineering Practices and other NGSS related information

- http://create4stem.msu.edu/ngss/workshop/getting-to-know
  Browse, loads of NGSS-related materials

- http://tools4teachingscience.org
  Funded by an NSF grant, the "web site provides tools and resources that support ambitious science instruction at the middle school and high school levels."

- http://nextgensciwi.com/wi-cesa-resources
  Wisconsin website, loads of resources

Changes Activity (Shifted)

In this activity, you'll try to determine whether or not a chemical change has taken place by investigating the question, "What indicates the occurrence of a chemical change?" Careful observations will help you gather evidence.

Exploration: Part I

Read all of Part I. Then design a data-collection sheet on which you can record what you do and what you observe. Be sure that it is in a format that is easy to follow and can be shared with others. Then do the activity.

- Put on your safety equipment.
- Place 1.5 grams sodium bicarbonate ($NaHCO_3$) and 3.0 grams of calcium chloride ($CaCl_2$) into a ziplock bag.
- Fill a medicine cup with 5 mL of phenol red solution. Carefully place the cup in the bag, keeping it upright until after you zip the bag closed.
- Squeeze out as much air as possible and seal the bag.
- Keeping the bag sealed, tip the cup over, mix the chemicals together, and observe the result.
- Record what you did and what you observed on your data-collection sheet. Record the evidence you think indicates a chemical change.

Exploration: Part II

Choose Option A or Option B (below) to continue your investigation. Design a new data-collection sheet for that option. Complete the second option if time permits, using another data collection sheet.

OPTION A

- Predict what would happen if you tried the experiment again but left out one of the chemicals.
- Test your prediction. Record what you did and what you observed.
- Repeat this experiment, leaving out a different chemical.

OPTION B

- Predict what would happen if you varied the amount of one of the chemicals.
- Test your prediction. Record what you did and what you observed.
- Repeat this experiment several times, each time varying a different chemical.

Summary

1. Analyze and summarize the results of your experiments on your data-collection sheets.
2. List any questions you still have on your data-collection sheets.
3. Describe what you have discovered about chemistry from this activity.

Adapted from an activity created by the Earth System Implementation Project of Anchorage, Alaska. Presented at the Kits to Inquiry Graduate Seminar at the Exploratorium's Institute for Inquiry, March 1999.

A Framework for K-12 Science Education

Three Dimensions of the Framework

(Book p3, PDF p18)

I. Scientific and Engineering Practices: Standards of Science Practice

Eight Standards of Science Practice (Section 3) (42, 57)

1. Asking Questions & Defining Problems (54, 69)
2. Developing and Using Models (56, 71)
3. Planning and Carrying Out Investigations (59, 74)
4. Analyzing and Interpreting Data (61, 76)
5. Using Mathematics, Information & Computer technology, and Computational Thinking (64, 79)
6. Constructing Explanations and Designing Solutions (67, 82)
7. Engaging in Argument from Evidence (71, 86)
8. Obtaining, Evaluating, and Communicating Information (74, 89)

II. Crosscutting Concepts: Those having applicability across science disciplines

Seven Crosscutting Concepts of the Framework (Section 4) (84, 99)

1. Patterns (85, 100)
2. Cause and effect (87, 102)
3. Scale, proportion, and quantity (89, 104)
4. Systems and system models (91, 106)
5. Energy and matter (94, 109)
6. Structure and function (96, 111)
7. Stability and change (98, 113)

III. Disciplinary Core Ideas: Describes the core ideas of Physical, Life, Earth & Space Sciences, and of the relationships among Science, Engineering and Technology.

Physical Science Section 5 (103, 118)

- Core Idea PS1: **Matter and its Interactions** (106, 121)
  - -PS1.A Structure and Properties of Matter
  - -PS1.B Chemical Reactions
  - -PS1.C Nuclear Processes
- Core Idea PS2: **Motion and Stability: Forces and Interactions** (113, 128)
  - -PS2.A Forces and Motion
  - -PS2.B Types of Interactions
  - -PS2.C Stability and Instability in Physical Systems
- Core Idea PS3: **Energy** (120, 135)
  - -PS3.A Definition of Energy
  - -PS3.B Conservation of Energy and Energy Transfer
  - -PS3.C Relationship Between Energy and Forces
  - -PS3.D Energy in Chemical Processes and Everyday Life
- Core Idea PS4: **Waves & Applications in Technologies for Information Transfer** (130, 145)
  - -PS4.A Wave Properties
  - -PS4.B Electromagnetic Radiation
  - -PS4.C Information Technologies and Instrumentation

Life Sciences (Section 6) (139, 154)

- Core Idea LS1: **From Molecules to Organisms: Structures and Processes** (143, 158)
  - -LS1.A Structure and Function
  - -LS1.B Growth and Development of Organisms
  - -LS1.C Organization for Matter and Energy Flow in Organisms
  - -LS1.D Information Processing
- Core Idea LS2: **Ecosystems: Interaction, Energy, and Dynamics** (150, 165)
  - -LS2.A Interdependent Relationships in Ecosystems
  - -LS2.B Cycles of Matter and Energy Transfer in Ecosystems
  - -LS2.C Ecosystems Dynamics, Functioning, and Resilience
  - -Ls2.D Social Interactions and Group Behavior
- Core Idea LS2: **Heredity: Inheritance and Variation of Traits** (157, 172)
  - -LS3.A Inheritance of Traits
  - -LS3.B Variation of Traits
- Core Idea LS4: **Biological Evolution: Unity and Diversity** (161, 176)
  - -LS4.A Evidence of Common Ancestry and Diversity
  - -LS4.B Natural Selection
  - -LS4.C Adaptation
  - -LS4.D Biodiversity and Humans

Earth and Space Sciences (Section 7) (169, 184)

- Core Idea ESS1: **Earth's Place in the Universe** (173, 188)
  - -ESS1.A The Universe and Its Stars
  - -ESS1.B Earth and the Solar System
  - -ESS1.C The History of Planet Earth
- Core Idea ESS2: **Earth's Systems** (179, 194)
  - -ESS2.A Earth Materials and Systems
  - -ESS2.B Plate Tectonics and Large Scale System Interactions
  - -ESS2.C The Roles of Water in Earth's Surface Processes
  - -ESS2.D Weather and Climate
  - -ESS2.E Biogeology
- Core Idea ESS3: **Earth and Human Activity** (190, 205)
  - -ESS3.A Natural Resources
  - -ESS3.B Natural Hazards
  - -ESS3.C Human Impacts on Earth Systems
  - -ESS3.D Global Climate Change

Engineering, Technology, and Applications of Science (Section 8) (201, 216)

- Core Idea ETS1: **Engineering Design** (204, 219)
  - -ETS1.A Defining and Delimiting and Engineering Problem
  - -ETS1.B Developing Possible Solutions
  - -ETS1.C Optimizing the Design Solution
- Core Idea ETS2: **Links Among Engineering, Technology, Science and Society** (210, 225)
  - -ETS2A. Interdependence of Science, Engineering, and Technology
  - -ETS2.B Influence of Engineering, Technology and Science on Society & Natural World

Integrating the Three Dimensions (Section 9) (217, 232)

This framework is a multiyear progression that deepens understanding of crosscutting concepts and disciplinary core ideas. All three dimensions need to be integrated into the system of standards, curriculum, instruction, and assessment. There is no single approach on how to integrate these dimensions and examples of how it can be achieved are needed.

Arkansas K-12 Science Standards Matrix Organized by Disciplinary Core Ideas

		Life Science	Earth & Space Science	Physical Science	Engineering
Elementary School	K	K-LS1 From Molecules to Organisms: Structures and Processes	K-ESS2 Earth's Systems K-ESS3 Earth and Human Activity	K-PS2 Motion and Stability: Forces and Interactions K-PS3 Energy	K-2-ETS1 Engineering Design
	1	1-LS1 From Molecules to Organisms: Structures and Processes 1-LS3 Heredity: Inheritance and Variation of Traits	1-ESS1 Earth's Place in the Universe	1-PS4 Waves and Their Applications in Technologies for Information Transfer	
	2	2-LS2 Ecosystems: Interactions, Energy, and Dynamics 2-LS4 Biological Evolution: Unity and Diversity	2-ESS1 Earth's Place in the Universe 2-ESS2 Earth's Systems	2-PS1 Matter and Its Interactions	
	3	3-LS1 From Molecules to Organisms: Structures and Processes 3-LS2 Ecosystems: Interactions, Energy, and Dynamics 3-LS3 Heredity: Inheritance and Variation of Traits 3-LS4 Biological Evolution: Unity and Diversity	3-ESS2 Earth's Systems 3-ESS3 Earth and Human Activity	3-PS2 Motion and Stability: Forces and Interactions	3-5-ETS1 Engineering Design
	4	4-LS1 From Molecules to Organisms: Structures and Processes	4-ESS1 Earth's Place in the Universe 4-ESS2 Earth's Systems 4-ESS3 Earth and Human Activity	4-PS3 Energy 4-PS4 Waves and Their Applications in Technologies for Information Transfer	
	5	5-LS1 From Molecules to Organisms: Structures and Processes 5-LS2 Ecosystems: Interactions, Energy, and Dynamics	5-ESS1 Earth's Place in the Universe 5-ESS2 Earth's Systems 5-ESS3 Earth and Human Activity	5-PS1 Matter and Its Interactions 5-PS2 Motion and Stability: Forces and Interactions 5-PS3 Energy	
Middle School	6	6-LS1 From Molecules to Organisms: Structures and Processes 6-LS3 Heredity: Inheritance and Variation of Traits	6-ESS2 Earth's Systems 6-ESS3 Earth and Human Activity	6-PS3 Energy	MS-ETS1 Engineering Design
	7	7-LS1 From Molecules to Organisms: Structures and Processes 7-LS2 Ecosystems: Interactions, Energy, and Dynamics	7-ESS2 Earth's Systems 7-ESS3 Earth and Human Activity	7-PS1 Matter and Its Interactions	
	8	8-LS3 Heredity: Inheritance and Variation of Traits 8-LS4 Biological Evolution: Unity and Diversity	8-ESS1 Earth's Place in the Universe	8-PS2 Motion and Stability: Forces and Interactions 8-PS3 Energy 8-PS4 Waves and Their Applications in Technologies for Information Transfer	
High School		HS-LS1 From Molecules to Organisms: Structures and Processes HS-LS2 Ecosystems: Interactions, Energy, and Dynamics HS-LS3 Heredity: Inheritance and Variation of Traits HS-LS4 Biological Evolution: Unity and Diversity	HS-ESS1 Earth's Place in the Universe HS-ESS2 Earth's Systems HS-ESS3 Earth and Human Activity	HS-PS1 Matter and Its Interactions HS-PS2 Motion and Stability: Forces and Interactions HS-PS3 Energy HS-PS4 Waves and Their Applications in Technologies for Information Transfer	HS-ETS1 Engineering Design

This matrix from NSTA was modifed for Arkansas grade level standards May 2015

Earth Space Science Progression

INCREASING SOPHISTICATION OF STUDENT THINKING

	K-2	3-5	6-8	9-12
ESS1.A The universe and its stars	Patterns of movement of the sun, moon, and stars as seen from Earth can be observed, described, and predicted.	Stars range greatly in size and distance from Earth and this can explain their relative brightness.	The solar system is part of the Milky Way, which is one of many billions of galaxies.	Light spectra from stars are used to determine their characteristics, processes, and lifecycles. Solar activity creates the elements through nuclear fusion. The development of technologies has provided the astronomical data that provide the empirical evidence for the Big Bang theory.
ESS1.B Earth and the solar system		The Earth's orbit and rotation, and the orbit of the moon around the Earth cause observable patterns.	The solar system contains many varied objects held together by gravity. Solar system models explain and predict eclipses, lunar phases, and seasons.	Kepler's laws describe common features of the motions of orbiting objects. Observations from astronomy and space probes provide evidence for explanations of solar system formation. Changes in Earth's tilt and orbit cause climate changes such as Ice Ages.
ESS1.C The history of planet Earth	Some events on Earth occur very quickly; others can occur very slowly.	Certain features on Earth can be used to order events that have occurred in a landscape.	Rock strata and the fossil record can be used as evidence to organize the relative occurrence of major historical events in Earth's history.	The rock record resulting from tectonic and other geoscience processes as well as objects from the solar system can provide evidence of Earth's early history and the relative ages of major geologic formations.
ESS2.A Earth materials and systems	Wind and water change the shape of the land.	Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around.	Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes.	Feedback effects exist within and among Earth's systems.
ESS2.B Plate tectonics and large-scale system interactions	Maps show where things are located. One can map the shapes and kinds of land and water in any area.	Earth's physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.	Plate tectonics is the unifying theory that explains movements of rocks at Earth's surface and geological history. Maps are used to display evidence of plate movement.	Radioactive decay and residual heat of formation within Earth's interior contribute to thermal convection in the mantle.

Physical Science Progression

INCREASING SOPHISTICATION OF STUDENT THINKING

	K-2	3-5	6-8	9-12
PS1.A Structure of matter (includes PS1.C Nuclear processes)	Matter exists as different substances that have observable different properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.	Because matter exists as particles that are too small to see, matter is always conserved even if it seems to disappear. Measurements of a variety of observable properties can be used to identify particular materials.	The fact that matter is composed of atoms and molecules can be used to explain the properties of substances, diversity of materials, states of matter, phase changes, and conservation of matter.	The sub-atomic structural model and interactions between electric charges at the atomic scale can be used to explain the structure and interactions of matter, including chemical reactions and nuclear processes. Repeating patterns of the periodic table reflect patterns of outer electrons. A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy to take the molecule apart.
PS1.B Chemical reactions	Heating and cooling substances cause changes that are sometimes reversible and sometimes not.	Chemical reactions that occur when substances are mixed can be identified by the emergence of substances with different properties; the total mass remains the same.	Reacting substances rearrange to form different molecules, but the number of atoms is conserved. Some reactions release energy and others absorb energy.	Chemical processes are understood in terms of collisions of molecules, rearrangement of atoms, and changes in energy as determined by properties of elements involved.
PS2.A Forces and motion	Pushes and pulls can have different strengths and directions, and can change the speed or direction of its motion or start or stop it.	The effect of unbalanced forces on an object results in a change of motion. Patterns of motion can be used to predict future motion. Some forces act through contact, some forces act even when the objects are not in contact. The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.	The role of the mass of an object must be qualitatively accounted for in any change of motion due to the application of a force.	Newton's 2[nd] law (F=ma) and the conservation of momentum can be used to predict changes in the motion of macroscopic objects.
PS2.B Types of interactions			Forces that act at a distance involve fields that can be mapped by their relative strength and effect on an object.	Forces at a distance are explained by fields that can transfer energy and can be described in terms of the arrangement and properties of the interacting objects and the distance between them. These forces can be used to describe the relationship between electrical and magnetic fields.
PS2.C Stability & instability in physical systems	N/A	N/A	N/A	N/A
PS3.A Definitions of energy	N/A	Moving objects contain energy. The faster the object moves, the more energy it has. Energy can be moved from place to place by moving objects, or through sound, light, or electrical currents. Energy can be converted from one form to another form.	Kinetic energy can be distinguished from the various forms of potential energy. Energy changes to and from each type can be tracked through physical or chemical interactions. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter.	The total energy within a system is conserved. Energy transfer within and between systems can be described and predicted in terms of energy associated with the motion or configuration of particles (objects).
PS3.B Conservation of energy and energy transfer	[Content found in PS3.D]			Systems move toward stable states.

	K-2	3-5	6-8	9-12
PS3.C Relationship between energy and forces	Bigger pushes and pulls cause bigger changes in an object's motion or shape.	When objects collide, contact forces transfer energy so as to change the objects' motions.	When two objects interact, each one exerts a force on the other, and these forces can transfer energy between them.	Fields contain energy that depends on the arrangement of the objects in the field.
PS3.D Energy in chemical processes and everyday life	Sunlight warms Earth's surface.	Energy can be "produced," "used," or "released" by converting stored energy. Plants capture energy from sunlight, which can later be used as fuel or food.	Sunlight is captured by plants and used in a reaction to produce sugar molecules, which can be reversed by burning those molecules to release energy.	Photosynthesis is the primary biological means of capturing radiation from the sun; energy cannot be destroyed, it can be converted to less useful forms.
PS4.A Wave properties	Sound can make matter vibrate, and vibrating matter can make sound.	Waves are regular patterns of motion, which can be made in water by disturbing the surface. Waves of the same type can differ in amplitude and wavelength. Waves can make objects move.	A simple wave model has a repeating pattern with a specific wavelength, frequency, and amplitude, and mechanical waves need a medium through which they are transmitted. This model can explain many phenomena including sound and light. Waves can transmit energy.	The wavelength and frequency of a wave are related to one another by the speed of the wave, which depends on the type of wave and the medium through which it is passing. Waves can be used to transmit information and energy.
PS4.B Electromagnetic radiation	Objects can be seen only when light is available to illuminate them.	Object can be seen when light reflected from their surface enters our eyes.	The construct of a wave is used to model how light interacts with objects.	Both an electromagnetic wave model and a photon model explain features of electromagnetic radiation broadly and describe common applications of electromagnetic radiation.
PS4.C Information technologies and instrumentation	People use devices to send and receive information.	Patterns can encode, send, receive and decode information.	Waves can be used to transmit digital information. Digitized information is comprised of a pattern of 1s and 0s.	Large amounts of information can be stored and shipped around as a result of being digitized.

Practices and Portraits

1. Demonstrate independence.
2. Make sense of problems and persevere.
3. Asking questions and defining problems.
4. Build strong content knowledge.
5. Reason abstractly and quantitatively.
6. Developing and using models.
7. Respond to the varying demands of audience, task, purpose, and discipline.
8. Construct viable arguments and critique the reasoning of others.
9. Planning and carrying out investigations.
10. Comprehend as well as critique.
11. Model with mathematics.
12. Analyzing and interpreting data.
13. Value evidence.
14. Use appropriate tools strategically.
15. Using mathematics and computational thinking.
16. Use technology and digital media strategically and capably.
17. Attend to precision.
18. Constructing explanations and designing solutions.
19. Come to understand other perspectives and cultures.
20. Look for and make use of structure.
21. Engaging in argument from evidence.
22. Look for and express regularity in repeated reasoning.
23. Obtaining, evaluating, and communicating information.

Analysis of ELA/Math/Science Practices

ELA Capacities	Mathematical Practices	Scientific and Engineering Practices
Demonstrate independence	Make sense of problems and persevere in solving them	Asking questions (for science) and defining problems (for engineering)
Build strong content knowledge	Reason abstractly and quantitatively	Developing and using models
Respond to the varying demands of audience, task, purpose, and discipline	Construct viable arguments and critique the reasoning of others	Planning and carrying out investigations
Comprehend as well as critique	Model with mathematics	Analyzing and interpreting data
Value evidence	Use appropriate tools strategically	Using mathematics, information and computer technology, and computational thinking
Use technology and digital media strategically and capably	Attend to precision	Constructing explanations (for science) and designing solutions (for engineering)
Come to understand other perspectives and cultures	Look for and make use of structure	Engaging in argument from evidence
	Look for and express regularity in repeated reasoning	Obtaining, evaluating, and communicating information

How Engineering and Science Differ

Engineering and science are similar in that both involve creative processes, and neither uses just one method. And just as scientific investigation has been defined in different ways; engineering design has been described in various ways. However, there is widespread agreement on the broad outlines of the engineering design process [24, 25].

Like scientific investigations, engineering design is both iterative and systematic. It is iterative in that each new version of the design is tested and then modified, based on what has been learned up to that point. It is systematic in that a number of characteristic steps must be undertaken. One step is identifying the problem and defining specifications and constraints. Another step is generating ideas for how to solve the problem; engineers often use research and group sessions (e.g., "brainstorming") to come up with a range of solutions and design alternatives for further development. Yet another step is the testing of potential solutions through the building and testing of physical or mathematical models and prototypes, all of which provide valuable data that cannot be obtained in any other way. With data in hand, the engineer can analyze how well the various solutions meet the given specifications and constraints and then evaluate what is needed to improve the leading design or devise a better one.

In contrast, scientific studies may or may not be driven by any immediate practical application. On one hand, certain kinds of scientific research, such as that which led to Pasteur's fundamental contributions to the germ theory of disease, were undertaken for practical purposes and resulted in important new technologies, including vaccination for anthrax and rabies and the pasteurization of milk to prevent spoilage. On the other hand, many scientific studies, such as the search for the planets orbiting distant stars, are driven by curiosity and under- taken with the aim of answering a question about the world or understanding an observed pattern. For science, developing such an explanation constitutes success in and of itself, regardless of whether it has an immediate practical application; the goal of science is to develop a set of coherent and mutually consistent theoretical descriptions of the world that can provide explanations over a wide range of phenomena, For engineering, however, success is measured by the extent to which a human need or want has been addressed.

Students' opportunities to immerse themselves in these practices and to explore why they are central to science and engineering are critical to appreciating the skill of the expert and the nature of his or her enterprise.

Both scientists and engineers engage in argumentation, but they do so with different goals. In engineering, the goal of argumentation is to evaluate prospective designs and then produce the most effective design for meeting the specifications and constraints. This optimization process typically involves trade-offs between competing goals, with the consequence that there is never just one "correct" solution to a design challenge. Instead, there are a number of possible solutions, and choosing among them inevitably involves personal as well as technical and cost considerations. Moreover, the continual arrival of new technologies enables new solutions.

In contrast, theories in science must meet a very different set of criteria, such as parsimony (a preference for simpler solutions) and explanatory coherence (essentially how well any new theory provides explanations of phenomena that fit with observations and allow predictions or inferences about the past to be made). Moreover, the aim of science is to find a single coherent and comprehensive theory for a range of related phenomena. Multiple competing explanations are regarded as unsatisfactory and, if possible, the contradictions they contain must be resolved through more data, which enable either the selection of the best available explanation or the development of a new and more comprehensive theory for the phenomena in question.

Although we do not expect K-12 students to be able to develop new scientific theories, we do expect that they can develop theory-based models and argue using them, in conjunction with evidence from observations, to develop explanations. Indeed, developing evidence-based models, arguments, and explanations is key to both developing and demonstrating understanding of an accepted scientific viewpoint.

A focus on practices (in the plural) avoids the mistaken impression that there is one distinctive approach common to all science—a single "scientific method."

Activity #5 – Science & Engineering Practices Inventory?

	Never		Sometimes		Always
1. Asking questions and defining problems					
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 and designing solutions					
7. Engaging in argument from evidence					
8. Obtaining, evaluating, and communicating information					

Which of the practices do you find to be the ***easiest*** in which to engage your students? Why?

Which of the practices do you find to be the ***most difficult*** in which to engage your students? Why?

Identify one great example of a lesson/activity where your students already engage in multiple practices at once in your science classroom.

Science & Engineering Practices

Asking Questions and Defining Problems

A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works and which can be empirically tested. Engineering questions clarify problems to determine criteria for successful solutions and identify constraints to solve problems about the designed world. Both scientists and engineers also ask questions to clarify ideas.

NGSS@NSTA

K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.	Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships.	Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to specifying relationships between variables, clarify arguments and models.	Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.
• Ask questions based on observations to find more information about the natural and/or designed world(s).	• Ask questions about what would happen if a variable is changed.	• Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information. • Ask questions to identify and/or clarify evidence and/or the premise(s) of an argument. • Ask questions to determine relationships between independent and dependent variables and relationships in models.. • Ask questions to clarify and/or refine a model, an explanation, or an engineering problem.	• Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information. • Ask questions that arise from examining models or a theory, to clarify and/or seek additional information and relationships. • Ask questions to determine relationships, including quantitative relationships, between independent and dependent variables. • Ask questions to clarify and refine a model, an explanation, or an engineering problem.
• Ask and/or identify questions that can be answered by an investigation.	• Identify scientific (testable) and non-scientific (non-testable) questions. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	• Ask questions that require sufficient and appropriate empirical evidence to answer. • Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.	• Evaluate a question to determine if it is testable and relevant. • Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.
		• Ask questions that challenge the premise(s) of an argument or the interpretation of a data set.	• Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of the design.
• Define a simple problem that can be solved through the development of a new or improved object or tool.	• Use prior knowledge to describe problems that can be solved. • 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.	• 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.	• Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical and/or environmental considerations.

Science & Engineering Practices

Developing and Using Models

A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations. Modeling tools are used to develop questions, predictions and explanations; analyze and identify flaws in systems; and communicate ideas. Models are used to build and revise scientific explanations and proposed engineered systems. Measurements and observations are used to revise models and designs.

K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.	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.	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.	Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).
• Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences.	• Identify limitations of models.	• Evaluate limitations of a model for a proposed object or tool.	• Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism, or system in order to select or revise a model that best fits the evidence or design criteria. • Design a test of a model to ascertain its reliability.
• Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).	• Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. • Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. • Develop and/or use models to describe and/or predict phenomena.	• Develop or modify a model—based on evidence – to match what happens if a variable or component of a system is changed. • Use and/or develop a model of simple systems with uncertain and less predictable factors. • Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena. • Develop and/or use a model to predict and/or describe phenomena. • Develop a model to describe unobservable mechanisms.	• Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system. • Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
• Develop a simple model based on evidence to represent a proposed object or tool.	• Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. • Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.	• Develop and/or use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales.	• Develop a complex model that allows for manipulation and testing of a proposed process or system. • Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.

Science & Engineering Practices

Planning and Carrying Out Investigations

Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters. Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions.

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K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.	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.	Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.	Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.
• With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	• 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.	• Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. • Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.	• Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible variables or effects and evaluate the confounding investigation's design to ensure variables are controlled. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. • Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
• Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.	• Evaluate appropriate methods and/or tools for collecting data.	• Evaluate the accuracy of various methods for collecting data.	• Select appropriate tools to collect, record, analyze, and evaluate data.
• Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences.	• Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. • Make predictions about what would happen if a variable changes. • Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.	• Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. • Collect data about the performance of a proposed object, tool, process, or system under a range of conditions.	• Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated. • Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables.

Science & Engineering Practices

Analyzing and Interpreting Data

Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much easier, providing secondary sources for analysis. Engineering investigations include analysis of data collected in the tests of designs. This allows comparison of different solutions and determines how well each meets specific design criteria—that is, which design best solves the problem within given constraints. Like scientists, engineers require a range of tools to identify patterns within data and interpret the results. Advances in science make analysis of proposed solutions more efficient and effective.

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K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	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.	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.	Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
• Record information (observations, thoughts, and ideas). • Use and share pictures, drawings, and/or writings of observations. • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. • Compare predictions (based on prior experiences) to what occurred (observable events).	• Represent data in tables and/or various graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships.	• Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships. • Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships. • Distinguish between causal and correlational relationships in data. • Analyze and interpret data to provide evidence for phenomena.	• Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
	• Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.	• Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible.	• Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
		• Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).	• Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.
	• ⍰ Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.	• Analyze and interpret data to determine similarities and differences in findings.	• Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.
• Analyze data from tests of an object or tool to determine if it works as intended.	• Analyze data to refine a problem statement or the design of a proposed object, tool, or process. • Use data to evaluate and refine design solutions.	• Analyze data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria for success.	• Evaluate the impact of new data on a working explanation and/or model of a proposed process or system. • Analyze data to identify design features or characteristics of the components of a proposed process or system to optimize it relative to criteria for success.

Science & Engineering Practices

Using Mathematics and Computational Thinking

In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships.
Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions.

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K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
Mathematical and computational thinking in K–2 builds on prior experience and progresses to recognizing that mathematics can be used to describe the natural and designed world(s).	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.	Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.	Mathematical and computational thinking in 9-12 builds on K-8 and experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.
		• Decide when to use qualitative vs. quantitative data.	• Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success.
• Use counting and numbers to identify and describe patterns in the natural and designed world(s).	• Organize simple data sets to reveal patterns that suggest relationships.	• Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends.	• Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system.
• Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs.	• Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems.	• Use mathematical representations to describe and/or support scientific conclusions and design solutions.	• Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.
• Use quantitative data to compare two alternative solutions to a problem.	• Create and/or use graphs and/or charts generated from simple algorithms to compare alternative solutions to an engineering problem.	• Create algorithms (a series of ordered steps) to solve a problem. • Apply mathematical concepts and/or processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems. • Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.	• Apply techniques of algebra and functions to represent and solve scientific and engineering problems. • Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model "makes sense" by comparing the outcomes with what is known about the real world. • Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m3, acre-feet, etc.).

Science & Engineering Practices

Constructing Explanations and Designing Solutions

The end-products of science are explanations and the end-products of engineering are solutions. The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories. The goal of engineering design is to find a systematic solution to problems that is based on scientific knowledge and models of the material world. Each proposed solution results from a process of balancing competing criteria of desired functions, technical feasibility, cost, safety, aesthetics, and compliance with legal requirements. The optimal choice depends on how well the proposed solutions meet criteria and constraints.

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K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.	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.	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.	Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.
• Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.	• Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard).	• Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena. • Construct an explanation using models or representations.	• Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
	• Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.	• 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. • Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.	• Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) 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. • Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.
	• Identify the evidence that supports particular points in an explanation.	• Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.	• Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
• Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem.	• Apply scientific ideas to solve design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.	• Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system. • Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. • Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing.	• Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

Science & Engineering Practices

Engaging in Argument from Evidence

Argumentation is the process by which evidence-based conclusions and solutions are reached. In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.

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K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).	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).	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).	Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.
• Identify arguments that are supported by evidence. • Distinguish between explanations that account for all gathered evidence and those that do not. • Analyze why some evidence is relevant to a scientific question and some is not. • Distinguish between opinions and evidence in one's own explanations.	• Compare and refine arguments based on an evaluation of the evidence presented. • Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.	• Compare and critique two arguments on the same topic and analyze whether they emphasize similar or different evidence and/or interpretations of facts.	• Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues. • Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments.
• Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument.	• Respectfully provide and receive critiques from peers about a proposed procedure, explanation or model.by citing relevant evidence and posing specific questions.	• Respectfully provide and receive critiques about one's explanations, procedures, models and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.	• Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence and challenging ideas and conclusions, responding thoughtfully to diverse perspectives, and determining what additional information is required to resolve contradictions.
• Construct an argument with evidence to support a claim.	• Construct and/or support an argument with evidence, data, and/or a model. • ▯ Use data to evaluate claims about cause and effect.	• Construct, use, and/or present 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.	• Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
• Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.	• Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	• Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system, based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints. • Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.	• Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge, and student-generated evidence. • Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and/or logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations).

Science & Engineering Practices

Obtaining, Evaluating, and Communicating Information

Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.

K–2 Condensed Practices	3–5 Condensed Practices	6–8 Condensed Practices	9–12 Condensed Practices
Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.	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.	Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods.	Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.
• Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).	• Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence. • ompare and/or combine across complex texts and/or other reliable media to support the engagement in other scientific and/or engineering practices.	• Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).	• Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
• Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea.	• Combine information in written text with that contained in corresponding tables, diagrams, and/or charts to support the engagement in other scientific and/or engineering practices.	• Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings.	• Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.
• Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim.	• Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.	• Gather, read, synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. • Evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts.	• Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source. • Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.
• Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.	• Communicate scientific and/or technical information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts.	• • ⍰ Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.	• Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

Matrix of Crosscutting Concepts in NGSS

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K-2	3-5	6-8	9-12
Patterns: Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.			
• Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	• Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena and designed products. • Patterns of change can be used to make predictions. • Patterns can be used as evidence to support an explanation.	• Macroscopic patterns are related to the nature of microscopic and atomic-level structure. • Patterns in rates of change and other numerical relationships can provide information about natural and human designed systems. • Patterns can be used to identify cause and effect relationships. • Graphs, charts, and images can be used to identify patterns in data.	• Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. • Classifications or explanations used at one scale may fail or need revision when information from smaller or larger scales is introduced; thus requiring improved investigations and experiments. • Patterns of performance of designed systems can be analyzed and interpreted to reengineer and improve the system. • Mathematical representations are needed to identify some patterns. • Empirical evidence is needed to identify patterns.
Cause and Effect: Mechanism and Prediction: Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering.			
• Events have causes that generate observable patterns. • Simple tests can be designed to gather evidence to support or refute student ideas about causes.	• Cause and effect relationships are routinely identified, tested, and used to explain change. • Events that occur together with regularity might or might not be a cause and effect relationship.	• Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. • Cause and effect relationships may be used to predict phenomena in natural or designed systems. • Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.	• Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. • Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. • Systems can be designed to cause a desired effect. • Changes in systems may have various causes that may not have equal effects.
Scale, Proportion, and Quantity: In considering phenomena, it is critical to recognize what is relevant at different size, time, and energy scales, and to recognize proportional relationships between different quantities as scales change.			
• Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). • Standard units are used to measure length.	• Natural objects and/or observable phenomena exist from the very small to the immensely large or from very short to very long time periods. • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.	• Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. • The observed function of natural and designed systems may change with scale. • Proportional relationships (e.g., speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. • Scientific relationships can be represented through the use of algebraic expressions and equations. • Phenomena that can be observed at one scale may not be observable at another scale.	• The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. • Some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly. • Patterns observable at one scale may not be observable or exist at other scales. • Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale. • Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).

Developed by NSTA using information from Appendix G of the *Next Generation Science Standards* © 2011, 2012, 2013 Achieve, Inc.

Adapted from: National Research Council (2011). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Committee on a Conceptual Framework for New K-12 Science Education Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academy Press. Chapter 4: Crosscutting Concepts.

K-2	3-5	6-8	9-12
Systems and System Models: A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.			
• Objects and organisms can be described in terms of their parts. • Systems in the natural and designed world have parts that work together.	• A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. • A system can be described in terms of its components and their interactions.	• Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. • Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. • Models are limited in that they only represent certain aspects of the system under study.	• Systems can be designed to do specific tasks. • When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. • Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. • Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models.
Energy and Matter: Flows, Cycles, and Conservation: Tracking energy and matter flows, into, out of, and within systems helps one understand their system's behavior.			
• Objects may break into smaller pieces, be put together into larger pieces, or change shapes.	• Matter is made of particles. • Matter flows and cycles can be tracked in terms of the weight of the substances before and after a process occurs. The total weight of the substances does not change. This is what is meant by conservation of matter. Matter is transported into, out of, and within systems. • Energy can be transferred in various ways and between objects.	• Matter is conserved because atoms are conserved in physical and chemical processes. • Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. • Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). • The transfer of energy can be tracked as energy flows through a designed or natural system.	• The total amount of energy and matter in closed systems is conserved. • Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. • Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. • Energy drives the cycling of matter within and between systems. • In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
Structure and Function: The way an object is shaped or structured determines many of its properties and functions.			
• The shape and stability of structures of natural and designed objects are related to their function(s).	• Different materials have different substructures, which can sometimes be observed. • Substructures have shapes and parts that serve functions	• Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they 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.	• Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. • The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials.
Stability and Change: For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.			
• Some things stay the same while other things change. • Things may change slowly or rapidly.	• Change is measured in terms of differences over time and may occur at different rates. • Some systems appear stable, but over long periods of time will eventually change.	• Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales, including the atomic scale. • Small changes in one part of a system might cause large changes in another part. • Stability might be disturbed either by sudden events or gradual changes that accumulate over time. • Systems in dynamic equilibrium are stable due to a balance of feedback mechanisms.	• Much of science deals with constructing explanations of how things change and how they remain stable. • Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. • Feedback (negative or positive) can stabilize or destabilize a system. • Systems can be designed for greater or lesser stability.

Crosscutting Concept	Examples of where it is used in your curriculum	
	Across Disciplines	Within Discipline
Patterns. *Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.*		
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. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.*		
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.*		
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.*		
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.*		
Structure and function. *The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.*		
Stability and change. *For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of the system are critical elements of study.*		

How to Read
Arkansas K-12 Science Standards

Topic

An asterisk indicates an engineering connection to a practice or disciplinary core idea.

GRADE TWO

Assessable Component

Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

Performance Expectations (PEs)

2-LS2-1 **Plan and conduc**... **ne if plants need sunlight and water to grow.** [Assessmen... Boundary: Asses... variable at a time.]

2-LS2-2 **Develop a simple**... **tion of an animal in dispersing seeds or pollinating plant** *

2-LS4-1 **Make observatio**... **compare the diversity of life in different habitats.** [Clarific... Statement: Emph... things in a variety of habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Foundation Boxes

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to in... developing models (i... physical replica, dior... storyboard) that repr... design solutions. ▪ Develop a simple model based o... evide... a proposed object or too... (2-LS2-2) **Planning ... Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1) ▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (2-LS4-1) **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (2-LS4-1)	**LS2.A: Interdependent Relationships in Ecosystems** Plants depend on water and light to grow. (2-LS2-1) Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) **4.D: Biodiversity and Humans** ▪ There are many different kinds of living things in any area, and the... places on land and in wate... (2-LS4-1) **ETS1.B: Developing Possib...** ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (2-LS2-2)	**Cause and Effect** ▪ Events have causes that generate observable patterns. (2-LS2-1) **Structure and Function** ▪ The shape and stability of structures of natural and designed objects are ...ir function(s). (2-LS2-2)

Designates which PE uses this practice

Designates which PE incorporates this disciplinary core idea (DCI)

Designates which PE incorporates this crosscutting concept (CC)

Connections to the Nature of Science

Connection Boxes

Connections to other DCIs in second grade: N/A

Connections to other DCIs across grade levels: **K.LS1.C** (2-LS2-...); **K-ESS3.A** (...LS2-1); **K-2.ETS1.A** (2-LS2-2); **3.LS4.C** (2-LS4-1); **3.LS4.D** (2-LS4-1); **5.LS1.C** (2-LS2-1); **5.LS2.A** (2-LS2-2...)

DCI codes from *A Framework for K-12 Science Education* in boldface type.

Common Core State Standards Connections:

ELA/Literacy –

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1, 2-LS4-1)

W.2.8 Recall information from experiences or gather information from provided sou... LS2-1, 2-LS4-1)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual dis... experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (2-LS2-1, 2-LS4-1)

MP.4 Model with mathematics. (2-LS2-1, 2-LS2-2, 2-LS4-1)

MP.5 Use appropriate tools strategically. (2-LS2-1)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2, 2-LS4-1)

GRADE FIVE

Structure and Properties of Matter

Students who demonstrate understanding can:

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, or evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

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.** [**AR** Clarification Statement: Examples could include chemical reactions that form new substances or physical changes including phase changes, dissolving, or mixing.] [**AR** Assessment Boundary: Assessment does not include distinguishing mass, weight, or reactions that involve gases.]

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, or liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, or solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

5-PS1-4 **Conduct an investigation to determine whether the mixing of two or more substances results in new substances.** [**AR** Clarification Statement: Examples of qualitative evidence are temperature change, color change, odor change, or the formation of a gas to determine if a new substance has formed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models
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.
- Develop a model to describe phenomena. (5-PS1-1)

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.
- 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. (5-PS1-4)
- Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)

Using Mathematics and

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter
- 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. (5-PS1-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)
- 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.) (5-PS1-3)

PS1.B: Chemical Reactions
- When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4)
- 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.) (5-PS1-2)

Crosscutting Concepts

Cause and Effect
- Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4)

Scale, Proportion, and Quantity
- Natural objects exist from the very small to the immensely large. (5-PS1-1)
- Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2, 5-PS1-3)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems
- Science assumes consistent patterns in natural systems. (5-PS1-2)

Computational Thinking 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. • Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)		
Connections to other DCIs in fifth grade: N/A		
Connections to other DCIs across grade levels: **2.PS1.A** (5-PS1-1, 5-PS1-2, 5-PS1-3); **2.PS1.B** (5-PS1-2, 5-PS1-4); **7.PS1.A** (5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4); **7.PS1.B** (5-PS1-2, 5-PS1-4)		
Common Core State Standards Connections: *ELA/Literacy –* **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1) **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2, 5-PS1-3, 5-PS1-4) **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-PS1-2, 5-PS1-3, 5-PS1-4) **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2, 5-PS1-3, 5-PS1-4) *Mathematics –* **MP.2** Reason abstractly and quantitatively. (5-PS1-1, 5-PS1-2, 5-PS1-3) **MP.4** Model with mathematics. (5-PS1-1, 5-PS1-2, 5-PS1-3) **MP.5** Use appropriate tools strategically. (5-PS1-2, 5-PS1-3) **5.NBT.A.1** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1) **5.NF.B.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1) **5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2) **5.MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1) **5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units. (5-PS1-1)		

Transitioning Activity

After exploring the NGSS standards at the grade level that you currently teach:

Choose one NGSS Performance Expectation (or a group of a few related PEs) that you plan to explicitly incorporate into your curriculum and answer the following questions in writing:

Which PE(s) did you choose?

Explain why you selected the PE(s).

Identify the practice and crosscutting concept from one of the PEs.

- Practice –
- Crosscutting Concept –

Describe specific examples of how you can incorporate the same crosscutting concept and practice found in that PE into your curriculum in other ways.

- Practice –
- Crosscutting Concept -

Share your plan with your group.