

# New York State P-12 Science Learning Standards

## K-2. Engineering Design

Students who demonstrate understanding can:

- K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3.** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

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

#### Asking Questions and Defining Problems

Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.

- Ask questions based on observations to find more information about the natural and/or designed world. (K-2-ETS1-1)
- Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)

#### Developing and Using Models

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.

- Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2)

#### Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)

### Disciplinary Core Ideas

#### ETS1.A: Defining and Delimiting Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)

#### ETS1.B: Developing Possible Solutions

- 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. (K-2-ETS1-2)

#### ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)

### Crosscutting Concepts

#### Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

*Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:*

**Kindergarten:** K-PS2-2, K-ESS3-2

*Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:*

**Kindergarten:** K-ESS3-3, **First Grade:** 1-PS4-4, **Second Grade:** 2-LS2-2

*Connections to K-2-ETS1.C: Optimizing the Design Solution include:*

**Second Grade:** 2-ESS2-1

*Articulation of DCIs across grade-bands: 3-5.ETS1.A (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.B (K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.C (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3)*

*Common Core State Standards Connections:*

*ELA/Literacy –*

- RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (K-2-ETS1-1)
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1),(K-2-ETS1-3)
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)
- SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2)

*Mathematics –*

- MP.2** Reason abstractly and quantitatively. (K-2-ETS1-1),(K-2-ETS1-3)
- MP.4** Model with mathematics. (K-2-ETS1-1),(K-2-ETS1-3)
- MP.5** Use appropriate tools strategically. (K-2-ETS1-1),(K-2-ETS1-3)
- 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 using information presented in a bar graph. (K-2-ETS1-1),(K-2-ETS1-3)

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the “Disciplinary Core Ideas” section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSED).