

DRAFT - New York State P-12 Science Learning Standards – DRAFT

K. Matter and Its Interactions

Students who demonstrate understanding can:

- K-PS1-1. Plan and conduct an investigation to test the claim that different kinds of matter exist as either solid or liquid, depending on temperature.** [Clarification Statement: Emphasis should be on solids and liquids at a given temperature and that a solid may be a liquid at higher temperature and a liquid may be a solid at a lower temperature.] [Assessment Boundary: Only a qualitative description of temperature, such as hot, warm, and cool, is expected]

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	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying 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.</p> <ul style="list-style-type: none"> ▪ With guidance, plan and conduct an investigation in collaboration with peers. (K-PS1-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Record information (observations, thoughts, and ideas). (K-PS1-1) ▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-PS1-1) <p style="text-align: center; border-top: 1px dashed black; margin-top: 10px;"><i>Connections to Nature of Science</i></p> <p>Scientific Investigations Use a Variety of Methods ▪ Scientists use different ways to study the world. (K-PS1-1)</p>	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> ▪ Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (K-PS1-1) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS1-1) <p>Energy and Matter</p> <ul style="list-style-type: none"> ▪ Students observe objects may break into smaller pieces, be put together into larger pieces, or change shapes. (K-PS1-1)
<p><i>Connections to other DCIs in kindergarten:</i> K.ETS1.A (K-PS2-2); K.ETS1.B (K-PS2-2)</p> <p><i>Articulation of DCIs across grade-levels:</i> 2.ETS1.B (K-PS2-2); 3.PS2.A (K-PS2-1),(K-PS2-2); 3.PS2.B (K-PS2-1); 4.PS3.A (K-PS2-1); 4.ETS1.A (K-PS2-2)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS1-1)</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS1-1)</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS1-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (K-PS1-1)</p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS1-1)</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-PS1-1)</p>		

*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).

DRAFT - New York State P-12 Science Learning Standards – DRAFT

K. Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
- K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*** [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

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Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying 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.</p> <ul style="list-style-type: none"> ▪ With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2) <p style="text-align: center;">----- Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> ▪ Scientists use different ways to study the world. (K-PS2-1) 	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> ▪ Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) ▪ Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> ▪ When objects touch or collide, they push on one another and can change motion. (K-PS2-1) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> ▪ (NYSED) A push or a pull may cause stationary objects to move, and a stronger push or pull in the same or opposite direction makes an object in motion speed up or slow down more quickly. <i>(secondary to K-PS2-1)</i> <p>ETS1.A: Defining Engineering Problems</p> <ul style="list-style-type: none"> ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. <i>(secondary to K-PS2-2)</i> 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)
<p><i>Connections to other DCIs in kindergarten: K.ETS1.A (K-PS2-2); K.ETS1.B (K-PS2-2)</i></p> <p><i>Articulation of DCIs across grade-levels: 2.ETS1.B (K-PS2-2); 3.PS2.A (K-PS2-1),(K-PS2-2); 3.PS2.B (K-PS2-1); 4.PS3.A (K-PS2-1); 4.ETS1.A (K-PS2-2)</i></p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. <i>(K-PS2-2)</i></p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(K-PS2-2)</i></p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. <i>(K-PS2-1)</i></p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <i>(K-PS2-1)</i></p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-PS2-1)</p>		

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