

Unit Summary

How can we predict the motion of an object?

Students use *system and system models* and *stability and change* to understanding ideas related to why some objects will keep moving and why objects fall to the ground. Students apply Newton's third law of motion to related forces to explain the motion of objects. Students also apply an engineering practice and concept to solve a problem caused when objects collide. The crosscutting concepts of *system and system models* and *stability and change* provide a framework for understanding the disciplinary core ideas. Students demonstrate proficiency in *asking questions, planning and carrying out investigations, designing solutions, engaging in argument from evidence, developing and using models, and constructing explanations and designing solutions*. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on MS-PS2-1, MS-PS2-2, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, and MS-ETS1-4.

Student Learning Objectives

Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. * *[Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]* (MS-PS2-1)

Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. *[Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]* (MS-PS2-2)

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)

Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)

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Unit Sequence	
Part A: How does Newton’s Third Law Affect Us?	
Concepts	Instructional Tools/Materials/Technology/Resources/Learning Activities/Assessment
<ul style="list-style-type: none"> For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton’s third law). Models can be used to represent the motion of objects in colliding systems and their interactions, such as inputs, processes, and outputs, as well as energy and matter flows within systems. The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values, by the findings of scientific research and by differences in such factors as climate, natural resources, and economic conditions. The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge, which are likely to limit possible solutions. 	<p>Learning Activities:</p> <p>Guided reading</p> <p>Exploration activities: How can we measure forces, action-reaction contact lab,</p> <p>Scientific exploration: Shock Absorber</p> <p>Content videos</p> <p>note taking</p> <p>claim-evidence reasoning</p> <p>concept review game</p> <p>Materials: Board game (Board game should have interacting parts, such as Mouse Trap, Perfection, or Hungry Hungry Hippos.), Sand, 600g , Spring scales, 5-N , Binder clips, resealable, sandwich-size baggies, Masking tape, Digital bathroom scale, Floor scooter, Meter stick, Medicine ball , Bottle, filled with metal nuts, Bolts, small diameter, round head, 1", Washers, to fit 1" bolts, Balsa wood, flat 14 cm x 10 cm, 0.5" thickper class, Electric drill, Drill bit, Saw, Toy car, pull-back, self-winding *per class, Marbles, , Ping-pong ball , Ball of modeling clay, size of ping-pong ball (30 g), Box, long, smooth bottom, no flaps , cardboard, long, , Salt, 10 g , Balloon, Rubber bands, Engineering Design Process, scissors, Push spring scale, graph paper, toilet paper core, Duct tape, assortment of maker materials for device (Students will need an assortment of maker materials to experiment with. Things that absorb shock would be ideal, e.g., cork, rubber, styrofoam, and cotton.), STEMscopedia</p>

	<p>Formative Assessment</p> <p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Apply Newton’s third law to design a solution to a problem involving the motion of two colliding objects. • Define a design problem involving the motion of two colliding objects that can be solved through the development of an object, tool, process, or system and that includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. • Evaluate competing design solutions involving the motion of two colliding objects based on jointly developed and agreed-upon design criteria. • Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. • Analyze and interpret data to determine similarities and differences in findings. <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Concept attainment quiz • Unit assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • PBL result <p>Benchmark Assessments</p>
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Unit Sequence	
<i>Part B: Why does mass matter?</i>	
Concepts	Instructional Tools/Materials/Technology/Resources/Learning Activities/Assessment
<ul style="list-style-type: none"> • The change in an object’s motion depends on balanced (Newton’s first law) and unbalanced forces in a system Evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object includes qualitative comparisons of forces, mass, and changes in motion (Newton’s second law); frame of reference; and specification of units 	<p>Learning Activities:</p> <p>Guided reading</p> <p>Exploration activities: Balanced and unbalanced forces, BMX Dirt Bike Racing,</p> <p>Scientific exploration: Investigating Newton’s 2nd Law</p> <p>Content videos</p> <p>note taking</p> <p>claim-evidence reasoning</p>

<ul style="list-style-type: none"> • The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. • The greater the mass of the object, the greater the force needed to achieve the same change in motion. • For any given object, a larger force causes a larger change in motion. • Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. 	<p>concept review game</p> <p>Materials: Ping-pong ball, Tennis ball , Floor scooter, Block, wood, Stack of books, Masking Tape, Wooden block, thick rubber band, Thin rubber bands , Spring scale, 10-N, Spring scales, 5-N, White copy paper, Tape, Balls of various masses, Toy cars or other wheeled objects, Materials for building ramps, triple beam balances, STEMscopedia, Changes in Motion, Force, and Direction, Changes in Force and Motion, Deciphering Motion Scenarios, Index cards</p> <p>Formative Assessment</p> <p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Plan an investigation individually and collaboratively to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. • Design an investigation and 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. • Make logical and conceptual connections between evidence and explanations. • Examine the changes over time and forces at different scales to explain the stability and change in designed systems. <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Concept attainment quiz • Unit assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • PBL result <p>Benchmark Assessments</p>
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What it Looks Like in the Classroom

Throughout this unit of study, students will be examining and interacting with objects in motion. They will begin this unit by investigating Newton’s third law of motion by observing the action/reaction forces involved during a collision. Students will expand their idea of collisions beyond the narrow view of collisions as being an accident in which two or more objects crash into each other. They will learn that scientists’ use of the word collision does not refer to the size of the force; instead it describes any interaction between two objects. We want students to understand that a collision can be as small as an ant walking on a blade of grass—that is, that a collision is any touch between two objects, no matter how small or how large the force.

Some possible observations may include the action/reaction forces involved in roller skating, skateboarding, moving boxes of different masses, etc. Students will then apply Newton's third law to possible problems and solutions. Some possible investigations could include designing and launching rockets or protecting eggs in a collision.

Students then investigate Newton's first and second laws of motion through hands-on activities in which they observe the result of balanced and unbalanced forces on an object's motion. Some examples may include using a seesaw or kicking a ball. In addition, students will observe how an object's motion will change depending upon the mass of the object and the amount of force applied. Activities could include pushing objects of different masses and comparing the forces needed to accelerate the objects.

Students will continue their investigation of Newton's third law by participating in an engineering and design problem that will require them to design a solution to a problem involving the motion of two colliding objects.

Students could begin by observing collisions. An example of a collision could be an egg in a cart rolling down an incline and colliding with a barrier. Based on their observations of collisions, students will jointly develop and agree upon the design problem that they will focus on. Students will begin by making a clear statement of the problem they are going to attempt to solve. Once students have a clearly stated problem, the teacher will need to provide them with time and opportunity to participate in a short research project where they will gather background information that will help them come up with possible design solutions. Students will need to document their findings, making sure that they cite the resources they use.

After students have collected evidence, they can then begin to brainstorm possible solutions. To begin this process, students will need to identify the constraints and criteria for a successful design solution. This would involve them identifying the limits of the design. For example, time, materials, and resources could be some constraints. Students will next identify the criteria for a successful design. For example, one criterion could be that the egg in the collision does not break at all, or that it may crack as long as the contents do not spill out.

After the constraints and criteria have been identified, students can then generate possible solutions. Multiple solutions could be generated. Using the evidence collected during their research, as well as information they have learned as a part of their classroom experience, students can eliminate the solutions that seem least likely to be successful and focus on those that are more likely to be successful.

After students have identified the solutions that are most likely to be successful, they will evaluate their competing design solutions using a rubric, checklist, or decision tree to assist them in selecting the design solution they will take into the next phase of the process.

Students have reached the stage where they will need to create a model that can be tested. The model could be physical, graphical, mathematical, or it could be a scale model. Students will use the model to collect evidence that will help them determine which of the possible design solutions will be taken into the prototype phase. During the prototype phase, students will create their actual model. Once students have constructed their devices, they should gather necessary data from tests performed on their design solutions. They will analyze and interpret these data to determine which design best minimizes the force acting upon the egg. For example, the materials of a particular design may be superior and/or the structure of another design may be more successful. Once students have evaluated competing solutions and analyzed and interpreted data, they may then begin to modify their original designs. It is important that students consider the benefits of each design solution. This is when they are deciding whether different parts of their solutions can be combined to maximize efficiency. The final goal is for students to identify the parts of each design solution that best fit their criteria and combine these parts into a design solution that is better than any of its predecessors. Students will then translate this activity to a real world-example in which they see the influence of science, engineering, and technology on society and the natural world.

English Language Arts/Literacy

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions of the application of Newton's third law involving the motion of two colliding objects.
- Follow precisely a multistep procedure when carrying out experiments to apply Newton's third law when designing a solution to a problem involving the motion of two colliding objects, taking measurements, or performing technical tasks.
- Follow precisely a multistep procedure when performing an investigation that provides evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object, taking measurements or performing technical tasks.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading texts about the application of Newton's third law to the motion of two colliding objects Conduct a short research project to answer a question about the application of Newton's third law when designing a solution to a problem involving the motion of two colliding objects, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Conduct a short research project to answer a question about how the sum of the forces on the object and the mass of the object change an object's motion, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources that provide information about the application of Newton's third law when designing a solution to a problem involving the motion of two colliding objects; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from informational texts to support analysis, reflection, and research about the application of Newton's third law when designing a solution to a problem involving the motion of two colliding objects.

Mathematics

- Reason abstractly and quantitatively when collecting and analyzing data about the application of Newton's third law in the course of designing a solution to a problem involving the motion of two colliding objects.
- Analyze data in the form of numbers and symbols to draw conclusions about how the sum of the forces on an object and the mass of an object change the object's motion.
- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in a design that applies Newton's third law to a problem involving the motion of two colliding objects.
- When collecting and analyzing data from investigations about how the sum of the forces on an object and the mass of the object changes the object's motion, write, read, and evaluate expressions in which letters stand for numbers.

Modifications

(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: [All Standards, All Students/Case Studies](#) for vignettes and explanations of the modifications.)

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html# VXmoXcfD_UA)

Research on Student Learning

Students tend to think of force as a property of an object ("an object has force," or "force is within an object") rather than as a relation between objects. In addition, students tend to distinguish between active objects and objects that support or block or otherwise act passively. Students tend to call the active actions "force" but do not consider passive actions as "forces". Teaching students to integrate the concept of passive support into the broader concept of force is a challenging task even at the high-school level.

Students believe constant speed needs some cause to sustain it. In addition, students believe that the amount of motion is proportional to the amount of force; that if a body is not moving, there is no force acting on it; and that if a body is moving there is a force acting on it in the direction of the motion. Students also believe that objects resist acceleration from the state of rest because of friction -- that is, they confound inertia with friction. Students tend to hold on to these ideas even after instruction in high-school or college physics. Specially designed instruction does help high-school students change their ideas.

Research has shown less success in changing middle-school students' ideas about force and motion. Nevertheless, some research indicates that middle-school students can start understanding the effect of constant forces to speed up, slow down, or change the direction of motion of an object. This research also suggests it is possible to change middle-school students' belief that a force always acts in the direction of motion.

Students have difficulty appreciating that all interactions involve equal forces acting in opposite directions on the separate, interacting bodies. Instead they believe that "active" objects (like hands) can exert forces whereas "passive" objects (like tables) cannot. Alternatively, students may believe that the object with more of some obvious property will exert a greater force ([NSDL, 2015](#)).

Prior Learning

By the end of Grade 5, students understand that:

- Each force acts on one particular object and has both strength and a direction.
- An object at rest typically has multiple forces acting on it, but these forces add to give zero net force on the object.
- Forces that do not sum to zero can cause changes in the object's speed or direction of motion.
- The patterns of an object's motion in various situations can be observed and measured; when the past motion exhibits a regular pattern, future motion can be predicted from it.
- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.

Future Learning

Physics

- Newton's second law accurately predicts changes in the motion of macroscopic objects.
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system
- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down).
- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.

Connections to Other Units

Grade 8 Unit 5: Relationships among Forms of Energy

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.

- A system of objects may also contain stored (potential) energy, depending on their relative positions.
- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

Grade 8 Unit 6: Thermal Energy

- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

Grade 6 Unit 7: Weather and Climate

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.
- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
- Global movements of water and its changes in form are propelled by sunlight and gravity.
- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.
- Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations.

Sample of Open Education Resources

[Force and Motion](#) is a teacher-submitted, NGSS-mindful lesson plan for using the PhET model "Forces and Motion - Basics". The model uses a tug-of-war with participants of different sizes and strengths, placed different distances from the center, in order to show how forces can combine in different ways to affect the motion of an object. The lesson itself includes a framing question, several investigations, and a request to back up a claim with evidence. NOTE: the web page given above is not itself the resource. The web page provides a link to a downloadable Microsoft Word document of the lesson plan, which is the resource.

[Seeing Motion](#): Students explore straight-line motion using a motion sensor to generate distance versus time graphs of your own motion. Learn how changes in speed and direction affect the graph, and gain an understanding of how motion can be represented on a graph.

Appendix A: NGSS and Foundations for the Unit
<p>Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects. * <i>[Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]</i> (MS-PS2-1)</p>
<p>Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. <i>[Clarification Statement: Emphasis is on balanced (Newton’s First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton’s Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]</i> (MS-PS2-2)</p>
<p>Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)</p>
<p>Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)</p>
<p>Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)</p>
<p>Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)</p>

The Student Learning Objectives above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> 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. (MS-PS2-2) <p>Constructing Explanations and Designing Solutions</p> <ul style="list-style-type: none"> Apply scientific ideas or principles to design an object, tool, process or system. (MS-PS2-1) <p>Asking Questions and Defining Problems</p>	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton’s third law). (MS-PS2-1) The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (MS-PS2-2) 	<p>Systems and System Models</p> <ul style="list-style-type: none"> Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. (MS-PS2-1) <p>Stability and Change</p> <ul style="list-style-type: none"> Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. (MS-PS2-2) <p>-----</p>

<ul style="list-style-type: none"> Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (MS-ETS1-1) <p>Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2) 	<ul style="list-style-type: none"> All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (MS-PS2-2) <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2) A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4) There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2), (MS-ETS1-3) Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3) Models of all kinds are important for testing solutions. (MS-ETS1-4) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign 	<p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-PS2-1) All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ETS1-1) The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)
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	<p>process—that is, some of those characteristics may be incorporated into the new design. (MS-ETS1-3)</p> <ul style="list-style-type: none"> • The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (MS-ETS1-4) 	
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English Language Arts	Mathematics
<p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-PS2-1),(MS-ETS1-1),(MS-ETS1-2) RST.6-8.1</p> <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS2-1),(MS-PS2-2) RST.6-8.3</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-ETS1-1) WHST.6-8.8</p> <p>Draw evidence from informational texts to support analysis, reflection, and research. (MS-ETS1-2) WHST.6-8.9</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ETS1-2),(MS-ETS1-3) RST.6-8.9</p> <p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-ETS1-2) WHST.6-8.7</p>	<p>Reason abstractly and quantitatively. (MS-PS2-1),(MS-PS2-2),(MS-PS2-3),(MS-ETS1-1),(MS-ETS1-2) MP.2</p> <p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (MS-PS2-1) 6.NS.C.5</p> <p>Write, read, and evaluate expressions in which letters stand for numbers. (MS-PS2-1),(MS-PS2-2) 6.EE.A.2</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (MS-PS2-1),(MS-PS2-2) 7.EE.B.3</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-PS2-1),(MS-PS2-2) 7.EE.B.4</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (MS-ETS1-1),(MS-ETS1-2) 7.EE.3</p>