A Correlation of

Interactive Science
Kindergarten, ©2016

To the

Arkansas Science Standards
Learning Progressions by Topic

Introduction

The following document demonstrates the close alignment of *Interactive Science,* **©2016, Kindergarten,** supports the Arkansas Kindergarten Science Standards Learning Progressions by Topic. Correlation references are to the Student Edition and Teacher Edition. Please note that the Kindergarten Student Edition text pages are two-sided; each singular page contains a corresponding Activity Page on the reverse side.

Interactive Science is an elementary science program that makes learning personal, engaging, and relevant for today's student. The program features an innovative Write-in Student Edition that enables students to become active participants in their learning and truly connect the Big Ideas of science to their world.

The 2016 editions of *Interactive Science* support the Next Generation Science Standards (NGSS) in several ways. In the Student Edition, lessons provide interactive opportunities for students to acquire the Disciplinary Core Ideas that are the building blocks of the NGSS Performance Expectations at each grade level. STEM Activities, Apply It! activities, Design It! Activities, and Performance-Based Assessments enable students to research, investigate, and apply Science and Engineering Practices to real-world problems in a meaningful way. In the Teacher's Edition, the NGSS Cross-Cutting Concepts that link across grade levels and across disciplines within grade levels are noted at the chapter level, and a detailed and focused Performance Expectation Activity is provided for each NGSS standard.

Interactive Science Kindergarten Table of Contents

Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
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.]

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

Disciplinary Core Ideas

PS2.A: Forces and Motion

• Pushes and pulls can have different strengths and directions. (K-PS2-1, K-PS2-2)	**SE only:** 3, 10, 11, 15, 16, 17, 18 **TE only:** 7A, 7B, 11, 18, 19, 20, 21, 22, 23, 24, 33, 33a
• 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)	**SE only:** 2, 3, 4, 9, 10, 11, 15, 16, 17, 18 **TE only:** 7A, 7B, 11, 18, 19, 20, 21, 22, 23, 24, 28, 29, 33, 33b

PS2.B: Types of Interactions

• When objects touch or collide, they push on one another and can change motion. (K-PS2-1)	**SE only:** 15, 17 **TE only:** 7A, 7B, 18, 19, 22, 23, 31

PS3.C: Relationship Between Energy and Forces

• A bigger push or pull makes things speed up or slow down more quickly. (K-PS2-1)	**SE only:** 4-13, 16, 17, 18 **TE only:** 7A, 7B, 8, 9, 12-15, 20, 21, 22, 23, 24, 33

Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
ETS1.A: Defining Engineering Problems	
• 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. (K-PS2-2)	**SE only:** 4-13, 23-32, 44-53, 65-74, 86-95 **TE only:** 12-15, 44-47, 82-85, 120-123, 156-159

Connections to other DCIs in Kindergarten: **K-2.ETS1.A** (K-PS2-2); **K-2.ETS1.B** (K-PS2-2)
Connections to other DCIs across grade levels: **K-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); **3-5.ETS1.A** (K-PS2-2)
Common Core State Standards Connections: ELA/Literacy – **RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-PS2-2) **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) **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2) *Mathematics –* **MP.2** Reason abstractly and quantitatively. (K-PS2-1) **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1) **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)

Crosscutting Concepts	
Cause and Effect	
• Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1, K-PS2-2)	**SE only:** 2, 4-13, 66 **TE only:** 12-15, 24, 28, 29, 33a, 109

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Learning Progressions by Topic**

Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
Science and Engineering Practices	
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.	
• With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)	**SE only:** 77 **TE only:** 24, 28-29, 60, 64, 98, 128, 129, 136, 166
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-PS2-2)	**SE only:** 4-13, 23-32, 44-53, 65-74, 86-95 **TE only:** 12-15, 33b, 44-47, 82-85, 109a, 120-123, 156-159
Connections to Nature of Science	
Scientific Investigations Use a Variety of Methods	
• Scientists use different ways to study the world. (K-PS2-1)	**SE only:** 62, 63, 64, 75, 76, 77, 78, 79, 80, 81 **TE only:** 117, 118, 119, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 140, 141

SE = Student Edition   TE = Teacher's Edition

Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
Weather and Climate	

Students who demonstrate understanding can:

K-PS3-1   Make observations to determine the effect of sunlight on Earth's surface. [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]

K-PS3-2   Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.* [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

K-ESS2-1   Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, or warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon or the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations is limited to whole numbers and relative measures such as warmer/cooler.]

K-ESS3-2   Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* [Clarification Statement: Emphasis is on local forms of severe weather.]

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

Disciplinary Core Ideas

PS3.B: Conservation of Energy and Energy Transfer

• Sunlight warms Earth's surface. (K-PS3-1, K-PS3-2)	**SE only:** 44, 56, 60 **TE only:** 82, 90, 91, 98, 102, 103, 109c

ESS2.D: Weather and Climate

• Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	**SE only:** 42, 57 **TE only:** 80, 92, 93, 194, 105, 107, 109a

ESS3.B: Natural Hazards

• Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2)	**SE only:** 61 **TE only:** 99, 109b

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Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
ETS1.A: Defining and Delimiting an Engineering Problem	
• Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-ESS3-2)	**SE only:** 18, 39, 60, 75, 81, 99 **TE only:** 24, 60, 64, 98, 117, 124-125, 136, 166
Connections to other DCIs in Kindergarten: **K-2.ETS1.A** (K-PS3-2, K-ESS3-2); **K-2.ETS1.B** (K-PS3-2)	
Connections to other DCIs across grade levels: **1.PS4.B** (K-PS3-1, K-PS3-2); **2.ESS1.C** (K-ESS3-2); **2.ESS2.A** (K-ESS2-1); **K-2.ETS1.B** (K-PS3-2); **3.ESS2.D** (K-PS3-1, K-ESS2-1); **3.ESS3.B** (K-ESS3-2); **4.ESS2.A** (K-ESS2-1); **4.ESS3.B** (K-ESS3-2); **4.ESS2.E** (K-ESS2-2); **3-5.ETS1.A** (K-PS3-2)	
Common Core State Standards Connections: ELA/Literacy – **RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2) **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-PS3-1, K-PS3-2, K-ESS2-1) **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2) *Mathematics –* **MP.2** Reason abstractly and quantitatively. (K-ESS2-1) **MP.4** Model with mathematics. (K-ESS2-1) (K-ESS3-2) **K.CC** Counting and Cardinality (K-ESS3-2) **K.CC.A** Know number names and the count sequence. (K-ESS2-1) **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a Single object. (K-ESS2-1) **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-PS3-1, K-PS3-2) **K.MD.B.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)	
Crosscutting Concepts	
Patterns	
• Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)	**SE only:** 42, 55 **TE only:** 40, 52-57, 76-77, 78, 79, 88, 89, 90, 91, 92, 93, 109a
Cause and Effect	
• Events have causes that generate observable patterns. (K-PS3-1, K-PS3-2, K-ESS3-2)	**SE only:** 3, 4, 55, 60, 85 **TE only:** 8, 11, 19, 23, 49, 97, 125, 155, 163

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Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
Connections to Engineering, Technology, and Applications of Science	
Interdependence of Science, Engineering, and Technology	
• People encounter questions about the natural world every day. (K-ESS3-2)	**SE only:** 62, 63, 75, 76, 81 **TE only:** 112, 116, 117, 118, 119, 124, 125, 126, 127, 136, 137
Influence of Engineering, Technology, and Science on Society and the Natural World	
• People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)	**SE only:** 83, 85, 96, 97, 98, 99, 100 **TE only:** 152, 153, 155, 160, 161, 162, 163, 164, 165, 166, 167, 175
Science and Engineering Practices	
Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.	
• Ask questions based on observations to find more information about the designed world. (K-ESS3-2)	**SE only:** 44-53, 75 **TE only:** 117, 124-125
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.	
• Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1)	**SE only:** 84 **TE only:** 28, 33a, 64, 102, 109c, 140, 154, 170
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	
• Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)	**SE only:** 42, 60, 63, 76, 78 **TE only:** 10, 36, 42, 28, 33a, 71a, 80, 98, 107, 109a, 115A, 118, 126-127, 136, 140
Constructing Explanations and Designing Solutions 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.	
• Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)	**SE only:** 4-13, 23-32, 44-53, 65-74, 86-95 **TE only:** 12-15, 44-47, 82-85, 120-123, 156-159

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Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.	
• Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2)	**SE only:** 75, 76, 77, 78, 79, 80 **TE only:** 74, 77A-77B, 81, 92, 96, 109c, 112, 115A-115B, 148, 151A-151B, 188
Connections to Nature of Science	
Scientific Investigations Use a Variety of Methods	
• Scientists use different ways to study the world. (K-PS3-1)	**SE only:** 62, 63, 64, 75, 76, 77, 78, 79, 80, 81 **TE only:** 117, 118, 119, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 140, 141
Science Knowledge is Based on Empirical Evidence	
• Scientists look for patterns and order when making observations about the world. (K-ESS2-1)	**SE only:** 42, 55 **TE only:** 40, 52-57, 76-77, 78, 79, 88, 89, 90, 91, 92, 93, 109a

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Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	

Students who demonstrate understanding can:

K-LS1-1   Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include squirrels digging in the ground to hide food and tree roots breaking concrete.]

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

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

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organisms

• All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)	**SE only:** 21, 34, 35, 36, 37 **TE only:** 36, 42, 50, 51, 52, 53, 54, 55, 56, 57, 66, 69, 71a,

ESS2.E: Biogeology

• Plants and animals can change their environment. (K-ESS2-2)	**SE only:** 38 **TE only:** 58, 59

ESS3.A: Natural Resources

• Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)	**SE only:** 34, 35, 36, 37, 58 **TE only:** 36, 50, 51, 52, 53, 54, 55, 56, 57, 66, 67, 71a, 71c, 94, 95

Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
ESS3.C: Human Impacts on Earth Systems	
• Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS2-2, K-ESS3-3)	**SE only:** 38, 59 **TE only:** 58, 59, 67, 71b, 96, 97, 104, 148
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-ESS3-3)	**SE only:** 5, 7, 8, 9, 12, 13, 24, 25, 26, 28, 29, 31, 32, 45, 46, 47, 49, 50, 52, 53, 65, 67, 68, 69, 71, 72, 73, 74, 86, 88, 89, 91, 92, 94, 95 **TE only:** 12-15, 44-47, 82-85, 120-123, 156-159

Connections to other DCIs in Kindergarten: **K-2.ETS1.A** (K-ESS3-3)

Connections to other DCIs across grade levels: **1.LS1.A** (K-LS1-1, K-ESS3-1); **2.LS2.A** (K-LS1-1); **K-2.ETS1.B** (K-ESS3-3); **3.LS2.C** (K-LS1-1); **3.LS4.B** (K-LS1-1); **4.ESS2.E** (K-ESS2-2); **4.ESS3.A** (K-ESS3-3); **5.LS1.C** (K-LS1-1); **5.LS2.A** (K-LS1-1) (K-ESS3-1); **5.ESS2.A** (K-ESS2-2, K-ESS3-1); **5.ESS3.C** (K-ESS3-3)

Common Core State Standards Connections: ELA/Literacy –
RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2, K-ESS3-3)
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-LS1-1)
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)
Mathematics –
MP.2 Reason abstractly and quantitatively. (K-ESS3-1)
MP.4 Model with mathematics. (K-ESS3-1)
K.CC Counting and Cardinality (K-ESS3-1)
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-LS1-1)

Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
Crosscutting Concepts	
Patterns	
• Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)	**SE only:** 42, 55 **TE only:** 40, 52-57, 76-77, 78, 79, 88, 89, 90, 91, 92, 93, 109a
Cause and Effect	
• Events have causes that generate observable patterns. (K-ESS3-3)	**SE only:** 3, 4, 55, 60, 85 **TE only:** 8, 11, 19, 23, 49, 97, 125, 155, 163
Systems and System Models	
• Systems in the natural and designed world have parts that work together. (K-ESS2-2, K-ESS3-1)	**SE only:** 34 **TE only:** 51
Science and Engineering Practices	
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (e.g., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.	
• Use a model to represent relationships in the natural world. (K-ESS3-1)	**SE only:** 23-32, 44-53 **TE only:** 44-47, 71c, 82-85
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	
• Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)	**SE only:** 42, 60, 63, 76, 78 **TE only:** 10, 36, 42, 28, 33a, 71a, 80, 98, 107, 109a, 115A, 118, 126-127, 136, 140
Engaging in Argument from Evidence 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).	
• Construct an argument with evidence to support a claim. (K-ESS2-2)	**SE only:** 80 **TE only:** 71b, 134, 135

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Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.	
• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)	**SE only:** 4-13, 23-32, 44-53, 65-74, 86-95 **TE only:** 12-15, 44-47, 82-85, 120-123, 156-159
Connections to Nature of Science	
Scientific Knowledge is Based on Empirical Evidence	
• Scientists look for patterns and order when making observations about the world. (K-LS1-1)	**SE only:** 42, 55 **TE only:** 40, 52-57, 76-77, 78, 79, 88, 89, 90, 91, 92, 93, 109a
Engineering, Technology, and Applications of Science	
Students who demonstrate understanding can: **K-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-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-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*:	
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-ETS1-1)	**SE only:** 4-13, 23-32, 44-53, 65-74, 86-95 **TE only:** 12-15, 44-47, 82-85, 120-123, 156-159
• Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-ETS1-1)	**SE only:** 4-13, 23-32, 44-53, 65-74, 86-95 **TE only:** 12-15, 44-47, 82-85, 120-123, 156-159
• Before beginning to design a solution, it is important to clearly understand the problem. (K-ETS1-1)	**SE only:** 4, 23, 44, 65, 86, 96, 97, 98, 99 **TE only:** 12, 44, 82, 120, 148, 156, 160, 161, 162, 163, 164, 165, 175

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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-ETS1-2)	**SE only:** 5, 7, 8, 9, 12, 13, 24, 25, 26, 28, 29, 31, 32, 45, 46, 47, 49, 50, 52, 53, 65, 67, 68, 69, 71, 72, 73, 74, 86, 88, 89, 91, 92, 94, 95 **TE only:** 12-15, 44-47, 82-85, 120-123, 156-159
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-ETS1-3)	**SE only:** 4-13, 23-32, 44-53, 65-74, 86-95 **TE only:** 12-15, 44-47, 82-85, 120-123, 156-159

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)

Connections to other DCIs across grade levels: **3-5.ETS1.A** (K-ETS1-1, K-ETS1-2, K-ETS1-3); **3-5.ETS1.B** (K-ETS1-2, K-ETS1-3); **3-5.ETS1.C** (K-ETS1-1, K-ETS1-2, K-ETS1-3)

Common Core State Standards Connections: ELA/Literacy –
RI.K.1   With prompting and support, ask and answer questions about key details in a text. (K-ETS1-1)
W.K.6   With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-ETS1-1, K-ETS1-3)
W.K.8   With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K-ETS1-1,K-ETS1-3)
SL.K.5   Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ETS1-2)
Mathematics –
MP.2   Reason abstractly and quantitatively. (K-ETS1-1, K-ETS1-3)
MP.4   Model with mathematics. (K-ETS1-1, K-ETS1-3)
MP.5   Use appropriate tools strategically. (K-ETS1-1, K-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-ETS1-2)	**SE only:** 44-53, 86-93 **TE only:** 82-85, 116, 152, 156-159

Arkansas Science Standards Learning Progressions by Topic	Interactive Science Kindergarten, ©2016
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-ETS1-1)	**SE only:** 44-53, 75 **TE only:** 117, 124-125
• Define a simple problem that can be solved through the development of a new or improved object or tool. (K-ETS1-1)	**SE only:** 4, 23, 44, 65, 86, 96, 97, 98, 99 **TE only:** 12, 44, 82, 120, 156, 160, 161, 162, 163, 164, 165, 175
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-ETS1-2)	**SE only:** 23-32, 44-53 **TE only:** 44-47, 71c, 82-85
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-ETS1-3)	**SE only:** 4-13, 23-32, 44-53, 65-74, 86-95 **TE only:** 12-15, 33b, 44-47, 82-85, 109a, 120-123, 156-159