

ASET Science & Engineering Practice (SEP) Tool: Designing Solutions



Name or ID:

Lesson/Unit Title:

Intended grade:

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| SEP 6 | <p>Constructing Explanations and Designing Solutions: The end-products of science are explanations of natural phenomena and the end-products of engineering are solutions to design problems.</p> <p>a. Constructing Explanations: 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 than previous theories.</p> <p>b. Designing Solutions: The goal of engineering design is to find a solution to problems that is based on scientific knowledge and models of the material world. During the design process models or prototypes are systematically tested, and iteratively revised based on performance. 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.</p> |
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SEP 6b. Designing Solutions

| Components of SEP In this lesson/unit plan, it is clear that <i>students</i> have a structured opportunity to: | Mark with "x" if present in lesson | What teacher actions were taken to facilitate this component for students? | What are the students doing? |
|--|------------------------------------|--|------------------------------|
| 1) Describe criteria and constraints of a design problem, including quantification when appropriate | | | |
| 2) Apply scientific knowledge to generate a design plan that includes consideration for the criteria and constraints | | | |
| 3) Build, test, and evaluate the design of an object, tool, process, or system | | | |
| 4) Refine and/or optimize the design solution based on performance during testing and consideration of the criteria and constraints | | | |

Notes on Context/Special Considerations (part of school year, differentiation, student developmental considerations, etc.):

ASET Grade Band Criteria (Grade Bands: K-2, 3-5)

| Science & Engineering Practices | | |
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| <p>SEP 6b: Designing Solutions: Designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and ideas in designing solutions. In 3-5 they build on K-2 experiences and progresses to the use of evidence in designing multiple solutions to design problems.</p> <p><i>By the end of the grade band students will have had a structured opportunity to develop an understanding of each of these. Individual lessons or units should include opportunities for students to practice one or more of the following components</i></p> | | |
| | K-2 Grade Band | 3-5 Grade Band |
| 1) Describe criteria and constraints of a design problem, including quantification when appropriate | Students will describe a given problem including: <ul style="list-style-type: none"> • The criteria or specific features needed in the solution, including quantification when appropriate • The materials or tool available for use in the solution | Students will describe a given problem including: <ul style="list-style-type: none"> • The criteria or specific features needed in the solution, including quantification when appropriate • The materials available for use in the solution • Any safety considerations that are needed |
| 2) Apply scientific knowledge to generate a design plan that includes consideration for the criteria and constraints | With guidance, students apply scientific ideas to design a solution to the problem. This could include designing an object/tool, process, or system. | Students will apply scientific ideas to collaboratively design a solution (or multiple solutions) to a problem. This could include designing an object/tool, process, or system. |
| 3) Build, test , and evaluate the design of an object, tool, process, or system | With guidance, students: <ol style="list-style-type: none"> a. use tools and/or materials to build a device that solves a specific problem or a solution to a specific problem. b. evaluate potential solutions by describing whether the design solution meets the expectations (solves the problem). <p>This may include generating and or comparing multiple solutions to a problem.</p> | Students: <ol style="list-style-type: none"> a. build a device based on their design solution b. evaluate the proposed solution according to how well it meets the specified criteria and constraints of the problem. <p>In some cases students will generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution</p> |
| 4) Refine and/or optimize the design solution based on performance during testing and consideration of the criteria and constraints | Students will make suggestions for how to revise or improve the solution to better solve the problem <p>If time allows students will revise their device and evaluate</p> | Modify the design solution based on the results of tests to address problems in the design or improve its functioning or compare the proposed solutions (if multiple) based on how well each meets the criteria and constraints given |