

### Wee Engineer – One Unit, Four Challenges

| Engineering Challenge | Science Concept Connections   | Science Georgia Standards of Excellence, Kindergarten |
|-----------------------|---|---|
| <b>Noisemakers</b>    | <ul style="list-style-type: none"> <li>forces</li> <li>sound</li> <li>properties of materials</li> </ul>        | SKP1.a<br>SKP1.b                                      |
| <b>Fans</b>           | <ul style="list-style-type: none"> <li>forces</li> <li>properties of materials</li> </ul>                       | SKP1.a<br>SKP1.b<br>SKP2.a                            |
| <b>Wrecking Balls</b> | <ul style="list-style-type: none"> <li>weight</li> <li>force and motion</li> <li>action and reaction</li> </ul> | SKP1.a<br>SKP1.b<br>SKP2.a<br>SKP2.b                  |
| <b>Rafts</b>          | <ul style="list-style-type: none"> <li>sinking and floating</li> </ul>  | SKP1.a<br>SKP1.b<br>SKP1.c                            |

# Wee Engineer® and EiE® for Kindergarten Alignment to Science Georgia Standards of Excellence, 2016



WeeEngineer



EiE for  
Kindergarten

## EiE for Kindergarten – Two Units

| Unit  | Science Concept Connections  | Science Georgia Standards of Excellence, Kindergarten |
|---|--|---|
| <b>Raise the Roof: Designing Shelters</b>           | <ul style="list-style-type: none"> <li>• light and shadow</li> <li>• the warming effect of the Sun</li> <li>• animals and animal needs</li> </ul>  | <p>SKE1.a<br/>SKE1.b<br/>SKP1.a<br/>SKP1.b</p>        |
| <b>Here's the Scoop: Designing Trash Collectors</b> | <ul style="list-style-type: none"> <li>• the basic needs of living things</li> <li>• animal habitats and ecosystems</li> <li>• human impact on the environment</li> <li>• recycling and environmental stewardship</li> </ul> | <p>SKP1.a<br/>SKP1.b<br/>SKP1.c</p>                   |



### Units with Life Science Topics

| Unit  | Engineering and Science Fields                          | Science Georgia Standards of Excellence |                            |                            |                            |                                      |         |
|---|---|---|----------------------------|----------------------------|----------------------------|--------------------------------------|---------|
|   |   | Kindergarten                            | Grade 1                    | Grade 2                    | Grade 3                    | Grade 4                              | Grade 5 |
| <b>The Best of Bugs:<br/>Designing Hand Pollinators</b>                                     | Agricultural Engineering<br>Insects and Plants          | SKP1.a<br>SKL2.a<br>SKL2.b              |                            | S2P1.a<br>S2L1.a<br>S2L1.c |                            |                                      |         |
| <b>Just Passing Through:<br/>Designing Model Membranes</b>                                  | Bioengineering<br>Needs of Organisms                    |   | S1L1.b<br>S1L1.c           |                            |                            |                                      |         |
| <b>No Bones About It:<br/>Designing Knee Braces *</b>                                       | Biomedical Engineering<br>Skeletal and Muscular Systems |   |                            |                            |                            |                                      |         |
| <b>A Slick Solution:<br/>Cleaning an Oil Spill</b><br><i>Also listed with Earth Science</i> | Environmental Engineering<br>Ecosystems                 | SKE2.a<br>SKE2.c                        |                            | S2E3<br>S2P1.a             | S3E1.b<br>S3L2.a<br>S3L2.b | S4L1.a<br>S4L1.b<br>S4L1.c<br>S4L1.d |         |
| <b>Thinking Inside the Box:<br/>Designing Plant Packages</b>                                | Package Engineering<br>Plants                           |   | S1L1.a<br>S1L1.b<br>S1L1.c |                            |                            |                                      |         |

\* *Designing Knee Braces aligns with the seventh grade Georgia standard S7L2.c.*

### Units with Earth Science Topics

| Unit   | Engineering and Science Fields                       | Science Georgia Standards of Excellence |         |                  |                                      |                                      |                  |
|--|--|---|---------|------------------|--------------------------------------|--------------------------------------|------------------|
|  |  | Kindergarten                            | Grade 1 | Grade 2          | Grade 3                              | Grade 4                              | Grade 5          |
| <b>Catching the Wind:<br/>Designing Windmills</b><br><br><i>Also listed with Physical Science</i>    | Mechanical Engineering<br><br>Weather                | SKP2.a                                  |         | S2P2.a<br>S2P2.c |                                      | S4P3.a                               |                  |
| <b>Now You're Cooking:<br/>Designing Solar Ovens</b><br><br><i>Also listed with Physical Science</i> | Green Engineering<br><br>Energy and Energy Resources | SKP1.a                                  |         | S2E3<br>S2P1.a   | S3P1.a<br>S3P1.b<br>S3P1.c<br>S3L2.b |                                      |                  |
| <b>A Slick Solution:<br/>Cleaning an Oil Spill</b><br><br><i>Also listed with Life Science</i>       | Environmental Engineering<br><br>Ecosystems          | SKE2.a<br>SKE2.c                        |         | S2E3<br>S2P1.a   | S3E1.b<br>S3L2.a<br>S3L2.b           | S4L1.a<br>S4L1.b<br>S4L1.c<br>S4L1.d |                  |
| <b>Solid as a Rock:<br/>Replicating an Artifact</b>  | Materials Engineering<br><br>Rocks and Minerals      | SKE2.a<br>SKE2.b<br>SKP1.a              |         | S2P1.a           | S3E1.a                               |                                      |                  |
| <b>A Stick in the Mud:<br/>Evaluating a Landscape</b>  | Geotechnical Engineering<br><br>Landforms and Maps   | SKE2.a<br>SKE2.c                        |         | S2E3             | S3E1.b                               |                                      | S5E1.a<br>S5E1.c |
| <b>A Sticky Situation:<br/>Designing Walls</b><br><br><i>Also listed with Physical Science</i>       | Materials Engineering<br><br>Earth Materials         | SKE2.a<br>SKE2.c<br>SKP1.a              |         | S2P1.a           | S3E1.b                               |                                      | S5P1.a           |
| <b>Water, Water Everywhere:<br/>Designing Water Filters</b>  | Environmental Engineering<br><br>Water               | SKE2.a<br>SKP1.a                        |         | S2E3<br>S2P1.a   | S3L2.a<br>S3L2.b                     | S4E3                                 |                  |

### Units with Physical Science Topics

| Unit  | Engineering and Science Fields            | Science Georgia Standards of Excellence |                            |                            |                                      |                            |                  |
|---|---|---|----------------------------|----------------------------|--------------------------------------|----------------------------|------------------|
|   |   | Kindergarten                            | Grade 1                    | Grade 2                    | Grade 3                              | Grade 4                    | Grade 5          |
| <b>An Alarming Idea: Designing Alarm Circuits</b>   | Electrical Engineering<br>Electricity     |   | S1P1.e                     |                            |                                      | S4P2.b                     | S5P2.b<br>S5P2.c |
| <b>The Attraction Is Obvious: Designing Maglev Systems</b>                                | Transportation Engineering<br>Magnets     |   | S1P2.a<br>S1P2.b           |                            |                                      | S4P3.a                     | S5P3.b           |
| <b>Catching the Wind: Designing Windmills</b><br><i>Also listed with Earth Science</i>    | Mechanical Engineering<br>Weather         | SKP2.a                                  |                            | S2P2.a<br>S2P2.c           |                                      | S4P3.a                     |                  |
| <b>To Get to the Other Side: Designing Bridges</b>  | Civil Engineering<br>Forces               | SKP1.a<br>SKP2.a                        |                            | S2P1.a                     |                                      | S4P3.a                     |                  |
| <b>Lighten Up: Designing Lighting Systems</b>   | Optical Engineering<br>Light              |   | S1P1.a<br>S1P1.b<br>S1P1.c | S2P1.a                     |                                      | S4P1.a<br>S4P1.b           |                  |
| <b>A Long Way Down: Designing Parachutes</b>  | Aerospace Engineering<br>Solar System     | SKE2.a<br>SKP1.a<br>SKP2.a              |                            | S2P1.a<br>S2P2.b<br>S2P2.c |                                      | S4E1.d<br>S4P3.a<br>S4P3.b |                  |
| <b>Marvelous Machines: Making Work Easier</b>   | Industrial Engineering<br>Simple Machines | SKP2.a<br>SKP2.b                        |                            | S2P2.a<br>S2P2.b<br>S2P2.c |                                      | S4P3.a<br>S4P3.c           |                  |
| <b>Now You're Cooking: Designing Solar Ovens</b><br><i>Also listed with Earth Science</i> | Green Engineering<br>Energy               | SKP1.a                                  |                            | S2E3<br>S2P1.a             | S3P1.a<br>S3P1.b<br>S3P1.c<br>S3L2.b |                            |                  |

*Physical Science continues on next page.*



**Units with Physical Science Topics, *continued***

| Unit  | Engineering and Science Fields                                    | Science Georgia Standards of Excellence |         |         |         |         |         |
|---|---|---|---------|---------|---------|---------|---------|
|   |   | Kindergarten                            | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| <b>Sounds Like Fun:<br/>Seeing Animal Sounds</b>  | Acoustical Engineering<br>Sound                                   | SKP1.a                                  | S1P1.d  |         |         | S4P2.a  |         |
| <b>A Sticky Situation:<br/>Designing Walls</b><br><i>Also listed with Earth Science</i>       | Materials Engineering<br>Earth Materials                          | SKE2.a<br>SKE2.c<br>SKP1.a              |         | S2P1.a  | S3E1.b  |         | S5P1.a  |
| <b>Taking the Plunge:<br/>Designing Submersibles</b><br><i>Also listed with Earth Science</i> | Ocean Engineering<br>Sinking and Floating                         | SKE2.a<br>SKP1.c                        |         | S2P1.a  |         |         |         |
| <b>A Work in Process: Improving<br/>a Play Dough Process</b>                                  | Chemical Engineering<br>Process Engineering<br>Solids and Liquids |   |         |         |         |         | S5P1.c  |



| Unit Title                 | Engineering Field          | Suggested Grade(s) | Science Georgia Standards of Excellence |                            |                                      |                                      |         |
|----------------------------|----------------------------|--------------------|---|----------------------------|--------------------------------------|--------------------------------------|---------|
|                            |                            |                    | Grade 1                                 | Grade 2                    | Grade 3                              | Grade 4                              | Grade 5 |
| Designing Lighting Systems | Optical Engineering        | 1, 4               | S1P1.a<br>S1P1.b<br>S1P1.c              |                            |                                      | S4P1.a<br>S4P1.b                     |         |
| Designing Hand Pollinators | Agricultural Engineering   | 2                  |   | S2P1.a<br>S2L1.a<br>S2L1.c |                                      |                                      |         |
| Designing Solar Ovens      | Green Engineering          | 3                  |   |                            | S3P1.a<br>S3P1.b<br>S3P1.c<br>S3L2.b |                                      |         |
| Cleaning an Oil Spill      | Environmental Engineering  | 4                  |   |                            |                                      | S4L1.a<br>S4L1.b<br>S4L1.c<br>S4L1.d |         |
| Designing Maglev Systems   | Transportation Engineering | 5                  | S1P2.a<br>S1P2.b                        |                            |                                      |                                      | S5P3.b  |

# **EiE® Computer Science Essentials™** **Alignment to Georgia Standards of Excellence –** **Computer Science**

| Unit                              | Concept / Tool Type                            | Suggested Grades | Georgia Standards of Excellence – Computer Science                                     |   |  |  |
|-----------------------------------|--|------------------|--|---|--|--|
|                                   |  |                  | Grades K–2   |   | Grades 3–5   |  |
| <b>Programming Robots</b>         | Computing Systems<br>Robotics                  | K–2              | CSS.IDC.K-2.4.5<br>CSS.CT.K-2.5<br>CSS.GC.K-2.7.4                                      | CSS.DA.K-2.9.3<br>CSS.DA.K-2.9.10                                     | CSS.GC.3-5.7.3   |  |
| <b>Creating Animations</b>        | Algorithms & Programming<br>Visual Programming | K–2              | CSS.KC.K-2.2.1<br>CSS.IDC.K-2.4.5<br>CSS.CT.K-2.5<br>CSS.GC.K-2.7.4                    | CSS.DA.K-2.9.3<br>CSS.DA.K-2.9.8<br>CSS.DA.K-2.9.10                   | CSS.EL.3-5.1.1<br>CSS.EL.3-5.1.2<br>CSS.EL.3-5.1.3<br>CSS.EL.3-5.1.4<br>CSS.IDC.3-5.4.1<br>CSS.IDC.3-5.4.2                   | CSS.CT.3-5.5.1<br>CSS.CT.3-5.5.2<br>CSS.CT.3-5.5.3<br>CSS.CC.3-5.6.1<br>CSS.CC.3-5.6.2<br>CSS.GC.3-5.7.3 |
| <b>Building Automated Systems</b> | Computing Systems<br>Visual Computing          | 2–5              | CSS.KC.K-2.2.1<br>CSS.KC.K-2.2.2<br>CSS.IDC.K-2.4.5<br>CSS.CT.K-2.5                    | CSS.GC.K-2.7.4<br>CSS.DA.K-2.9.3<br>CSS.DA.K-2.9.8<br>CSS.DA.K-2.9.10 | CSS.EL.3-5.1.1<br>CSS.EL.3-5.1.2<br>CSS.EL.3-5.1.3<br>CSS.EL.3-5.1.4<br>CSS.IDC.3-5.4.1<br>CSS.IDC.3-5.4.2<br>CSS.CT.3-5.5.1 | CSS.CT.3-5.5.2<br>CSS.CT.3-5.5.3<br>CSS.CC.3-5.6.1<br>CSS.CC.3-5.6.2<br>CSS.GC.3-5.7.3<br>CSS.GC.3-5.7.5 |
| <b>Designing Computer Games</b>   | Impacts of Computing<br>Visual Programming     | 3–5              | CSS.KC.K-2.2.1<br>CSS.KC.K-2.2.2<br>CSS.IDC.K-2.4.2<br>CSS.IDC.K-2.4.5<br>CSS.CT.K-2.5 | CSS.CC.K-2.6.4<br>CSS.GC.K-2.7.4<br>CSS.DA.K-2.9.3<br>CSS.DA.K-2.9.10 | CSS.EL.3-5.1.1<br>CSS.EL.3-5.1.2<br>CSS.EL.3-5.1.3<br>CSS.EL.3-5.1.4<br>CSS.IDC.3-5.4<br>CSS.CT.3-5.5.1<br>CSS.CT.3-5.5.2    | CSS.CT.3-5.5.3<br>CSS.CT.3-5.5.4<br>CSS.CC.3-5.6.1<br>CSS.CC.3-5.6.2<br>CSS.GC.3-5.7.3<br>CSS.GC.3-5.7.5 |
| <b>Analyzing Digital Images</b>   | Data & Analysis<br>Visual Programming          | 3–5              | CSS.KC.K-2.2.1<br>CSS.KC.K-2.2.2<br>CSS.IDC.K-2.4.2<br>CSS.IDC.K-2.4.5<br>CSS.CT.K-2.5 | CSS.CC.K-2.6.4<br>CSS.GC.K-2.7.4<br>CSS.DA.K-2.9.3<br>CSS.DA.K-2.9.10 | CSS.EL.3-5.1.1<br>CSS.EL.3-5.1.2<br>CSS.EL.3-5.1.3<br>CSS.EL.3-5.1.4<br>CSS.IDC.3-5.4<br>CSS.CT.3-5.5.1<br>CSS.CT.3-5.5.2    | CSS.CT.3-5.5.3<br>CSS.CT.3-5.5.4<br>CSS.CC.3-5.6.1<br>CSS.CC.3-5.6.2<br>CSS.GC.3-5.7.3<br>CSS.GC.3-5.7.5 |



| Unit   | Engineering Fields and<br>Science Connections                        | Science Georgia Standards of Excellence |                                      |                  |
|--|--|---|--------------------------------------|------------------|
|  |  | Grade 3                                 | Grade 4                              | Grade 5          |
| <b>Bubble Bonanza: Engineering<br/>Bubble Wands</b>                  | Materials Engineering<br>Matter and Its Interactions                 |   |                                      |                  |
| <b>Go Green: Engineering<br/>Recycled Racers</b>                     | Green Engineering<br>Energy, Forces                                  |   | S4P3.a<br>S4P3.b<br>S4P3.c           |                  |
| <b>In Good Hands: Engineering<br/>Space Gloves</b>                   | Materials Engineering<br>Properties of Materials,<br>Energy Transfer | S3P1.a<br>S3P1.c                        |                                      |                  |
| <b>Liftoff: Engineering<br/>Rockets and Rovers</b>                   | Aerospace Engineering<br>Forces and Interactions                     |   | S4E1.a<br>S4P3.a<br>S4P3.b           |                  |
| <b>Light Up the Night: An Electrical<br/>Engineering Challenge</b>   | Electrical Engineering<br>Electric Circuits, Light                   |   | S4P1.a<br>S4P1.b<br>S4P1.c<br>S4P2.b | S5P2.b<br>S5P2.c |
| <b>Music to My Ears:<br/>An Acoustical Engineering<br/>Challenge</b> | Acoustical Engineering<br>Sound                                      |   | S4P2.a<br>S4P2.b                     |                  |

| Unit  | Engineering Fields and<br>Science Connections       | Science Georgia Standards of Excellence |                  |         |
|---|---|---|------------------|---------|
|   |   | Grade 3                                 | Grade 4          | Grade 5 |
| <b>The Sky's the Limit: Engineering Flying Technologies</b>         | Aeronautical Engineering<br>Forces and Interactions |   | S4P3.a<br>S4P3.b |         |
| <b>Shake Things Up: Engineering Earthquake-Resistant Buildings</b>  | Earthquake Engineering<br>Earthquakes               |   | S4P3.a<br>S4P3.b | S5E1.c  |
| <b>A Slippery Slope: Engineering an Avalanche Protection System</b> | Avalanche Engineering<br>Forces and Interactions    |   | S4P3.b           | S5E1.c  |
| <b>Hop to It: Safe Removal of Invasive Species</b>                  | Mechanical Engineering<br>Environmental Science     | S3L1.b<br>S3L1.c                        | S4L1.c<br>S4L1.d |         |
| <b>To the Rescue: Engineering Aid Drop Packages</b>                 | Package Engineering<br>Energy, Forces               |   | S4P3.a<br>S4P3.b |         |

| Unit   | Engineering Field                                 | Science Topics                                | Science Georgia Standards of Excellence |  |                  |
|--|---|---|---|--|------------------|
|  |   |   | Grade 6                                 | Grade 7  | Grade 8          |
| <b>Don't Runoff: Engineering an Urban Landscape</b>          | Environmental Engineering                         | Natural Resources<br>Earth and Human Activity | S6E3.a<br>S6E3.b<br>S6E6.b              |  |                  |
| <b>Food for Thought: Engineering Ice Cream</b>               | Process Engineering                               | Matter<br>Energy Transfer                     |   |  | S8P1.a<br>S8P1.d |
| <b>Go Fish: Engineering Prosthetic Tails</b>                 | Biomechanical Engineering                         | Structures and Function in Animals            |   | S7L2.c   |                  |
| <b>Growing Up: Engineering Vertical Farms</b>                | Agricultural Engineering                          | Light Photosynthesis<br>Natural Resources     | S6E2.c<br>S6E3.b<br>S6E6.a<br>S6E6.b    | S7L4.b   |                  |
| <b>It's in the Bag: Engineering Bioinspired Gear</b>         | Materials Engineering<br>Bioinspired Engineering  | Structures and Function in Animals            |   | S7L1.a<br>S7L5.b   |                  |
| <b>Outbreak Alert!: Engineering a Pandemic Response</b>      | Biomedical Engineering                            | Cells, Viruses<br>Public Health               |   | S7L1.a<br>S7L1.b<br>S7L3.a<br>S7L3.b<br>S7L5.a<br>S7L5.b |                  |
| <b>Testing the Waters: Engineering a Water Reuse Process</b> | Process Engineering<br>Water Resource Engineering | Natural Resources                             | S6E6.a<br>S6E6.b                        | S7L4.c   |                  |

| Unit  | Engineering Field          | Science Topics   | Science Georgia Standards of Excellence |         |  |
|---|----------------------------|--|---|---------|--|
|   |                            |  | Grade 6                                 | Grade 7 | Grade 8  |
| <b>Worlds Apart: Engineering Remote Sensing Devices</b> | Remote Sensing Engineering | Light<br>Solar System  |   |         | S8P4.a<br>S8P4.b<br>S8P4.c<br>S8P4.d<br>S8P4.g |
| <b>Plants to Plastics: Engineering Bioplastics</b>      | Chemical Engineering       | Properties of Matter<br>Chemical Reactions   |   |         | S8P1.a<br>S8P1.c                               |
| <b>It's About Time: Engineering Timers</b>              | Mechanical Engineering     | Physical Science   |   |         | S8P3.a   |
| <b>Put a Lid on It: Engineering Safety Helmets</b>      | Biomechanical Engineering  | Forces and Motion<br>Nervous System  |   | S7L2.c  | S8P2.a<br>S8P2.b<br>S8P3.a<br>S8P3.b           |
| <b>Here Comes the Sun: Engineering Insulated Homes</b>  | Green Engineering          | Thermal Energy Transfer<br>Properties of Matter<br>Natural Resources<br>Earth and Human Activity | S6E2.c<br>S6E4.b                        |         |  |