

Chemistry II is a second year course in chemistry with an emphasis on laboratory experiments. The course expands on topics from first year chemistry and introduces new topics including electrochemistry, biochemistry, polymers and organic nomenclature.

Structure and Properties of Matter

Students will:

1. Investigate the unique properties of water.
2. Explain properties, uses, and reactions of natural polymers.
3. Explain properties, uses, and reactions of synthetic polymers.

Students who demonstrate understanding can:

- HS-PS1-1** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.] [Assessment Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]
- HS-PS1-3** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. [Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.] [Assessment Boundary: Assessment does not include Raoult's law calculations of vapor pressure.]
- HS-PS1-8** Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. [Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.] [Assessment Boundary: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.]
- HS-PS2-6** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] [Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]

Structure and Properties of Matter

The performance expectations were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<p>Science and Engineering Practices</p> <p><u>Developing and Using Models</u> Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-8) Use a model to predict the relationships between systems or between components of a system. (HS-PS1-1) <p><u>Planning and Carrying Out Investigations</u> Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS1-3) <p><u>Obtaining, Evaluating, and Communicating Information</u> Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-PS2-6) 	<p>Disciplinary Core Ideas</p> <p><u>PS1.A: Structure and Properties of Matter</u></p> <ul style="list-style-type: none"> Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (HS-PS1-1) The periodic table orders elements horizontally by the number of protons in the atom’s nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-1) The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3),(secondary to HS-PS2-6) <p><u>PS1.C: Nuclear Processes</u></p> <ul style="list-style-type: none"> Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (HS-PS1-8) <p><u>PS2.B: Types of Interactions</u></p> <ul style="list-style-type: none"> Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.(secondary to HS-PS1-1),(secondary to HS-PS1-3),(HS-PS2-6) 	<p>Crosscutting Concepts</p> <p><u>Patterns</u></p> <ul style="list-style-type: none"> Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-1),(HS-PS1-3) <p><u>Energy and Matter</u></p> <ul style="list-style-type: none"> In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-PS1-8) <p><u>Structure and Function</u></p> <ul style="list-style-type: none"> Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

Structure and Properties of Matter

<i>Connections to other DCIs in this grade-band:</i>	
<u>HS.PS3.A</u> (HS-PS1-8); <u>HS.PS3.B</u> (HS-PS1-8); <u>HS.PS3.C</u> (HS-PS1-8); <u>HS.PS3.D</u> (HS-PS1-8); <u>HS.LS1.C</u> (HS-PS1-1); <u>HS.ESS1.A</u> (HS-PS1-8); <u>HS.ESS1.C</u> (HS-PS1-8); <u>HS.ESS2.C</u> (HS-PS1-3)	
<i>Articulation of DCIs across grade-bands:</i>	
<u>MS.PS1.A</u> (HS-PS1-1),(HS-PS1-3),(HS-PS1-8),(HS-PS2-6); <u>MS.PS1.B</u> (HS-PS1-1),(HS-PS1-8); <u>MS.PS2.B</u> (HS-PS1-3),(HS-PS2-6); <u>MS.ESS2.A</u> (HS-PS1-8)	
<i>Common Core State Standards Connections:</i>	
<i>ELA/Literacy -</i>	
<u>RST.9-10.7</u>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (HS-PS1-1)
<u>RST.11-12.1</u>	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS1-3),(HS-PS2-6)
<u>WHST.9-12.2</u>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS2-6)
<u>WHST.9-12.7</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS1-3)
<u>WHST.11-12.8</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS1-3)
<u>WHST.9-12.9</u>	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)
<i>Mathematics -</i>	
<u>MP.4</u>	Model with mathematics. (HS-PS1-8)
<u>HSN-Q.A.1</u>	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-PS1-3),(HS-PS1-8),(HS-PS2-6)
<u>HSN-Q.A.2</u>	Define appropriate quantities for the purpose of descriptive modeling. (HS-PS1-8),(HS-PS2-6)
<u>HSN-Q.A.3</u>	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-PS1-3),(HS-PS1-8),(HS-PS2-6)

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled "Disciplinary Core Ideas" is reproduced from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.

Chemical Reactions

Students will:

4. Demonstrate knowledge of the concepts of dynamic equilibrium including equilibrium constants and Le Chatelier's Principle.
5. Understand the nature of acids and bases.
6. Create and analyze titration curves.
7. Construct and evaluate oxidation-reduction reactions.

Students who demonstrate understanding can:

- HS-PS1-2** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] [Assessment Boundary: Assessment is limited to chemical reactions involving main group elements and combustion reactions.]
- HS-PS1-4** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. [Clarification Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.] [Assessment Boundary: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.]
- HS-PS1-5** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. [Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.] [Assessment Boundary: Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.]
- HS-PS1-6** Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.* [Clarification Statement: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.] [Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.]
- HS-PS1-7** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.] [Assessment Boundary: Assessment does not include complex chemical reactions.]

Chemistry II: Chemical Reactions

The performance expectations 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>Developing and Using Models <u>Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</u></p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-4) <p>Using Mathematics and Computational Thinking <u>Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</u></p> <ul style="list-style-type: none"> Use mathematical representations of phenomena to support claims. (HS-PS1-7) <p>Constructing Explanations and Designing Solutions <u>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</u></p> <ul style="list-style-type: none"> Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. (HS-PS1-5) Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-PS1-2) Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS1-6) 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-1) <i>(Note: This Disciplinary Core Idea is also addressed by HS-PS1-1.)</i> A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (HS-PS1-4) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (HS-PS1-4),(HS-PS1-5) In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (HS-PS1-6) The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (HS-PS1-2),(HS-PS1-7) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. <i>(secondary to HS-PS1-6)</i> 	<p>Patterns</p> <ul style="list-style-type: none"> Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-2),(HS-PS1-5) <p>Energy and Matter</p> <ul style="list-style-type: none"> The total amount of energy and matter in closed systems is conserved. (HS-PS1-7) Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS1-4) <p>Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable. (HS-PS1-6) <p>-----</p> <p><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS1-7)

Chemical Reactions

<i>Connections to other DCIs in this grade-band:</i>	
<u>HS.PS3.A</u> (HS-PS1-4),(HS-PS1-5); <u>HS.PS3.B</u> (HS-PS1-4),(HS-PS1-6),(HS-PS1-7); <u>HS.PS3.D</u> (HS-PS1-4); <u>HS.LS1.C</u> (HS-PS1-2),(HS-PS1-4),(HS-PS1-7); <u>HS.LS2.B</u> (HS-PS1-7); <u>HS.ESS2.C</u> (HS-PS1-2)	
<i>Articulation of DCIs across grade-bands:</i>	
<u>MS.PS1.A</u> (HS-PS1-2),(HS-PS1-4),(HS-PS1-5),(HS-PS1-7); <u>MS.PS1.B</u> (HS-PS1-2),(HS-PS1-4),(HS-PS1-5),(HS-PS1-6),(HS-PS1-7); <u>MS.PS2.B</u> (HS-PS1-3),(HS-PS1-4),(HS-PS1-5); <u>MS.PS3.A</u> (HS-PS1-5); <u>MS.PS3.B</u> (HS-PS1-5); <u>MS.PS3.D</u> (HS-PS1-4); <u>MS.LS1.C</u> (HS-PS1-4),(HS-PS1-7); <u>MS.LS2.B</u> (HS-PS1-7); <u>MS.ESS2.A</u> (HS-PS1-7)	
<i>Common Core State Standards Connections:</i>	
<i>ELA/Literacy -</i>	
<u>RST.11-12.1</u>	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS1-5)
<u>WHST.9-12.2</u>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2),(HS-PS1-5)
<u>WHST.9-12.5</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-PS1-2)
<u>WHST.9-12.7</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS1-6)
<u>SL.11-12.5</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-PS1-4)
<i>Mathematics -</i>	
<u>MP.2</u>	Reason abstractly and quantitatively. (HS-PS1-5),(HS-PS1-7)
<u>MP.4</u>	Model with mathematics. (HS-PS1-4)
<u>HSN-Q.A.1</u>	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-PS1-2),(HS-PS1-4),(HS-PS1-5),(HS-PS1-7)
<u>HSN-Q.A.2</u>	Define appropriate quantities for the purpose of descriptive modeling. (HS-PS1-4),(HS-PS1-7)
<u>HSN-Q.A.3</u>	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-PS1-2),(HS-PS1-3),(HS-PS1-4),(HS-PS1-5),(HS-PS1-7)

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Waves and Electromagnetic Radiation

Students will:

8. Explore the dynamics and applications of spectroscopy.

Students who demonstrate understanding can:

- HS-PS4-1** Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. [Clarification Statement: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.] [Assessment Boundary: Assessment is limited to algebraic relationships and describing those relationships qualitatively.]
- HS-PS4-2** Evaluate questions about the advantages of using a digital transmission and storage of information. [Clarification Statement: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.]
- HS-PS4-3** Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. [Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.] [Assessment Boundary: Assessment does not include using quantum theory.]
- HS-PS4-4** Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. [Clarification Statement: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.] [Assessment Boundary: Assessment is limited to qualitative descriptions.]
- HS-PS4-5** Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.* [Clarification Statement: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.] [Assessment Boundary: Assessments are limited to qualitative information. Assessments do not include band theory.]

Chemistry II: Waves and Electromagnetic Radiation

The performance expectations 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><u>Asking Questions and Defining Problems</u> Asking questions and defining problems in grades 9–12 builds from grades K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.</p> <ul style="list-style-type: none"> Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (HS-PS4-2) <p><u>Using Mathematics and Computational Thinking</u> Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations. (HS-PS4-1) <p><u>Engaging in Argument from Evidence</u> Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed worlds. Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-PS4-3) <p><u>Obtaining, Evaluating, and Communicating Information</u> Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or 	<p><u>PS3.D: Energy in Chemical Processes</u></p> <ul style="list-style-type: none"> Solar cells are human-made devices that likewise capture the sun’s energy and produce electrical energy. (secondary to HS-PS4-5) <p><u>PS4.A: Wave Properties</u></p> <ul style="list-style-type: none"> The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (HS-PS4-1) Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (HS-PS4-2),(HS-PS4-5) [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (HS-PS4-3) <p><u>PS4.B: Electromagnetic Radiation</u></p> <ul style="list-style-type: none"> Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (HS-PS4-3) When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (HS-PS4-4) Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (HS-PS4-5) <p><u>PS4.C: Information Technologies and Instrumentation</u></p> <ul style="list-style-type: none"> Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern 	<p><u>Cause and Effect</u></p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS4-1) Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (HS-PS4-4) Systems can be designed to cause a desired effect. (HS-PS4-5) <p><u>Systems and System Models</u></p> <ul style="list-style-type: none"> Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (HS-PS4-3) <p><u>Stability and Change</u></p> <ul style="list-style-type: none"> Systems can be designed for greater or lesser stability. (HS-PS4-2) <p>-----</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><u>Interdependence of Science, Engineering, and Technology</u></p> <ul style="list-style-type: none"> Science and engineering complement each other in the cycle known as research and development (R&D). (HS-PS4-5) <p><u>Influence of Engineering, Technology, and Science on Society and the Natural World</u></p> <ul style="list-style-type: none"> Modern civilization depends on major technological systems. (HS-PS4-2),(HS-PS4-5) Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS4-2)

<p>media reports, verifying the data when possible. (HS-PS4-4))</p> <ul style="list-style-type: none"> Communicate technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-PS4-5) <p>-----</p> <p><i>Connections to Nature of Science</i></p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (HS-PS4-3) 	<p>world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (HS-PS4-5)</p>	
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.C (HS-PS4-4); HS.PS3.A (HS-PS4-4),(HS-PS4-5); HS.PS3.D (HS-PS4-3),(HS-PS4-4); HS.LS1.C (HS-PS4-4); HS.ESS1.A (HS-PS4-3); HS.ESS2.A (HS-PS4-1);HS.ESS2.D (HS-PS4-3)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> MS.PS3.D (HS-PS4-4); MS.PS4.A (HS-PS4-1),(HS-PS4-2),(HS-PS4-5); MS.PS4.B (HS-PS4-1),(HS-PS4-2),(HS-PS4-3),(HS-PS4-4),(HS-PS4-5); MS.PS4.C (HS-PS4-2),(HS-PS4-5); MS.LS1.C (HS-PS4-4); MS.ESS2.D (HS-PS4-4)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i></p> <p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. (HS-PS4-2),(HS-PS4-3),(HS-PS4-4)</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS4-2),(HS-PS4-3),(HS-PS4-4)</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-PS4-1),(HS-PS4-4)</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-PS4-2),(HS-PS4-3),(HS-PS4-4)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (HS-PS4-5)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS4-4)</p> <p><i>Mathematics -</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-PS4-1),(HS-PS4-3)</p> <p>MP.4 Model with mathematics. (HS-PS4-1)</p> <p>HSA-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. (HS-PS4-1),(HS-PS4-3)</p> <p>HSA-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (HS-PS4-1),(HS-PS4-3)</p> <p>HSA.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (HS-PS4-1),(HS-PS4-3)</p>		

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled “Disciplinary Core Ideas” is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.

Energy

Students will:

9. Describe the behavior of liquids and solids based on Kinetic Molecular Theory.
10. Analyze phase diagrams of one-component systems including critical points and triple points.
11. Discuss changes in state in terms of energy and intermolecular forces.
12. Calculate energy changes that accompany phase changes.
13. Demonstrate understanding of electrochemistry.

Students who demonstrate understanding can:

- HS-PS3-1** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. [Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.] [Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.]
- HS-PS3-2** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects). [Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.]
- HS-PS3-3** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]
- HS-PS3-4** Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). [Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.] [Assessment Boundary: Assessment is limited to investigations based on materials and tools provided to students.]
- HS-PS3-5** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. [Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.] [Assessment Boundary: Assessment is limited to systems containing two objects.]

Energy

The performance expectations 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><u>Developing and Using Models</u> Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS3-2), (HS-PS3-5) <p><u>Planning and Carrying Out Investigations</u> Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS3-4) <p><u>Using Mathematics and Computational Thinking</u> Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Create a computational model or simulation of a phenomenon, designed device, process, or system. (HS-PS3-1) <p><u>Constructing Explanations and Designing Solutions</u> Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence</p>	<p><u>PS3.A: Definitions of Energy</u></p> <ul style="list-style-type: none"> Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS-PS3-1), (HS-PS3-2) At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS-PS3-2) (HS-PS3-3) These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (HS-PS3-2) <p><u>PS3.B: Conservation of Energy and Energy Transfer</u></p> <ul style="list-style-type: none"> 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. (HS-PS3-1) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1), (HS-PS3-4) 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. (HS-PS3-1) The availability of energy limits what can occur in any system. (HS-PS3-1) Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, 	<p><u>Cause and Effect</u></p> <ul style="list-style-type: none"> Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (HS-PS3-5) <p><u>Systems and System Models</u></p> <ul style="list-style-type: none"> When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (HS-PS3-4) Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (HS-PS3-1) <p><u>Energy and Matter</u></p> <ul style="list-style-type: none"> Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS3-3) Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (HS-PS3-2) <p>-----</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><u>Influence of Science, Engineering and Technology on Society and the Natural World</u></p> <ul style="list-style-type: none"> Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS3-3) <p>-----</p> <p><i>Connections to Nature of Science</i></p> <p><u>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</u></p> <ul style="list-style-type: none"> Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS3-1)

<p>consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS3-3) 	<p>objects hotter than their surrounding environment cool down). (HS-PS3-4)</p> <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS-PS3-5) <p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (HS-PS3-3),(HS-PS3-4) <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (secondary to HS-PS3-3) 	
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.A (HS-PS3-2); HS.PS1.B (HS-PS3-1),(HS-PS3-2); HS.PS2.B (HS-PS3-2),(HS-PS3-5); HS.LS2.B (HS-PS3-1); HS.ESS1.A (HS-PS3-1),(HS-PS3-4); HS.ESS2.A(HS-PS3-1),(HS-PS3-2),(HS-PS3-4); HS.ESS2.D (HS-PS3-4); HS.ESS3.A (HS-PS3-3)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> MS.PS1.A (HS-PS3-2); MS.PS2.B (HS-PS3-2),(HS-PS3-5); MS.PS3.A (HS-PS3-1),(HS-PS3-2),(HS-PS3-3); MS.PS3.B (HS-PS3-1),(HS-PS3-3),(HS-PS3-4); MS.PS3.C(HS-PS3-2),(HS-PS3-5); MS.ESS2.A (HS-PS3-1),(HS-PS3-3)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3),(HS-PS3-4),(HS-PS3-5)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS3-4),(HS-PS3-5)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4),(HS-PS3-5)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-PS3-1),(HS-PS3-2),(HS-PS3-5)</p> <p><i>Mathematics -</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-PS3-1),(HS-PS3-2),(HS-PS3-3),(HS-PS3-4),(HS-PS3-5)</p> <p>MP.4 Model with mathematics. (HS-PS3-1),(HS-PS3-2),(HS-PS3-3),(HS-PS3-4),(HS-PS3-5)</p> <p>HSN.O.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-PS3-1),(HS-PS3-3)</p> <p>HSN.O.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-PS3-1),(HS-PS3-3)</p> <p>HSN.O.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-PS3-1),(HS-PS3-3)</p>		

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Engineering Design

(Engineering, technology, and science core disciplinary ideas are integrated into grade level science performance expectations.)

Students will:

14. Demonstrate the correct care and safe use of instruments, equipment and materials.
15. Apply a variety of techniques in laboratory investigations.
16. Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for scientific purposes.
17. Use appropriate units and significant figures in measurements and calculations.

Students who demonstrate understanding can:

- | | |
|------------------|---|
| HS-ETS1-1 | Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. |
| HS-ETS1-2 | Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. |
| HS-ETS1-3 | Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. |
| HS-ETS1-4 | Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. |

Engineering Design

(Engineering, technology, and science core disciplinary ideas are integrated into grade level science performance expectations.)

The performance expectations 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><u>Asking Questions and Defining Problems</u> Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.</p> <ul style="list-style-type: none"> Analyze complex real-world problems by specifying criteria and constraints for successful solutions. (HS-ETS1-1) <p><u>Using Mathematics and Computational Thinking</u> Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems. (HS-ETS1-4) <p><u>Constructing Explanations and Designing Solutions</u> Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles and theories.</p> <ul style="list-style-type: none"> Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-2) Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-3) 	<p><u>ETS1.A: Defining and Delimiting Engineering Problems</u></p> <ul style="list-style-type: none"> Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (HS-ETS1-1) Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (HS-ETS1-1) <p><u>ETS1.B: Developing Possible Solutions</u></p> <ul style="list-style-type: none"> When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (HS-ETS1-3) Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-ETS1-4) <p><u>ETS1.C: Optimizing the Design Solution</u></p> <ul style="list-style-type: none"> Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (HS-ETS1-2) 	<p><u>Systems and System Models</u></p> <ul style="list-style-type: none"> Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows— within and between systems at different scales. (HS-ETS1-4) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><u>Influence of Science, Engineering, and Technology on Society and the Natural World</u></p> <p>New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1) (HS-ETS1-3)</p>

Engineering Design

(Engineering, technology, and science core disciplinary ideas are integrated into grade level science performance expectations.)

<p><i>Connections to HS-ETS1.A: Defining and Delimiting Engineering Problems include:</i> Physical Science: <u>HS-PS2-3, HS-PS3-3</u></p> <p><i>Connections to HS-ETS1.B: Developing Possible Solutions Problems include:</i> Earth and Space Science: <u>HS-ESS3-2, HS-ESS3-4</u> Life Science: <u>HS-LS2-7, HS-LS4-6</u></p> <p><i>Connections to MS-ETS1.C: Optimizing the Design Solution include:</i> Physical Science: <u>HS-PS1-6, HS-PS2-3</u></p>	
<p><i>Articulation of DCIs across grade-levels:</i> MS.ETS1.A (HS-ETS1-1),(HS-ETS1-2),(HS-ETS1-3),(HS-ETS1-4); MS.ETS1.B (HS-ETS1-2),(HS-ETS1-3),(HS-ETS1-4); MS.ETS1.C (HS-ETS1-2),(HS-ETS1-4)</p>	
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i></p> <p><u>RST.11-12.7</u> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u> (HS-ETS1-1),(HS-ETS1-3)</p> <p><u>RST.11-12.8</u> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u> (HS-ETS1-1),(HS-ETS1-3)</p> <p><u>RST.11-12.9</u> <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u> (HS-ETS1-1),(HS-ETS1-3)</p> <p><i>Mathematics -</i></p> <p><u>MP.2</u> <u>Reason abstractly and quantitatively.</u> (HS-ETS1-1),(HS-ETS1-3),(HS-ETS1-4)</p> <p><u>MP.4</u> <u>Model with mathematics.</u> (HS-ETS1-1),(HS-ETS1-2),(HS-ETS1-3),(HS-ETS1-4)</p>	

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