

# PHYSICS CURRICULUM

## Unit 1: Measurement and Mathematics

### OVERVIEW

#### Summary

Mathematics is an essential tool of physics. This unit will familiarize students with measurements and standards. Students will learn about presenting scientific information with precision, accuracy, in significant digits and scientific notation. They will also learn about graphing data and how equations and graphs reveal the relationships between variables.

#### Content to Be Learned

- List basic SI units and the quantities they describe.
- Convert measurements into scientific notation.
- Distinguish between accuracy and precision.
- Use significant figures in measurements and calculations.
- Interpret data in tables and graphs, and recognize equations that summarize data.
- Distinguish between conventions for abbreviating units and quantities.
- Use dimensional analysis to check the validity of expressions.
- Perform order-of-magnitude calculations.

#### Practices

- Using Mathematics and Computational Thinking
  - Mathematics and computational tools are central to science and engineering.
  - Mathematics enables the numerical representation of variables, the symbolic representation of relationships between physical entities, and the prediction of outcomes.
  - Mathematics provides powerful models for describing and predicting such phenomena as atomic structure, and quantum mechanics.

#### Crosscutting Concepts

- Scale, proportion, and quantity.
- In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy.
- Recognize how changes in scale, proportion, or quantity affect a system's structure or performance.

## Essential Questions

- Why do scientists use the metric system?
- How can dimensional analysis help evaluate answers?
- What are significant figures?

## Common Core Standards

- RST.9-10.7 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.
- MP.2 Reason abstractly and quantitatively.
- MP.4 Model with mathematics.
- HSN-Q.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.
- HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

## Next Generation Science Standards

HS-PS1-7		
Students who demonstrate understanding can:		
<b>HS-PS1-7.</b> 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.]		
The performance expectation above was developed using the following elements from <i>A Framework for K-12 Science Education</i> :		
<b>Science and Engineering Practices</b> <b>Using Mathematics and Computational Thinking</b> 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. <ul style="list-style-type: none"><li>• Use mathematical representations of phenomena to support claims.</li></ul>	<b>Disciplinary Core Ideas</b> <b>PS1.B: Chemical Reactions</b> <ul style="list-style-type: none"><li>• 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.</li></ul>	<b>Crosscutting Concepts</b> <b>Energy and Matter</b> <ul style="list-style-type: none"><li>• The total amount of energy and matter in closed systems is conserved.</li></ul> <hr/> <b>Connections to Nature of Science</b> <b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b> <ul style="list-style-type: none"><li>• Science assumes the universe is a vast single system in which basic laws are consistent.</li></ul>

# Unit 2: Motion in One Dimension

## OVERVIEW

### Summary

Net forces on an object causes an object's velocity to change. Forces can be exerted by direct contact or by electric, magnetic or gravitational fields. It is Newton's laws that will give us an in-depth knowledge of the inter relationships.

### Content to Be Learned

- Describe motion in terms of displacement, time, and velocity.
- Calculate the displacement of an object traveling at a known velocity for a specific time interval.
- Construct and interpret graphs of position versus time.
- Describe motion in terms of changing velocity.
- Compare graphical representations of accelerated and non-accelerated motions.
- Apply kinematic equations to calculate distance, time or velocity under conditions of constant acceleration.
- Relate the motion of a freely falling body to motion with constant acceleration.
- Calculate displacement, velocity and time at various points in the motion of a freely falling object.
- Compare the motions of different objects in free fall.

### Practices

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematical and computational thinking.
- Constructing explanations and designing solutions.

### Crosscutting Concepts

- Patterns.
- Cause and effect.
- Systems and system models.

### Essential Questions

- How do motion diagrams represent motion?
- How can you use a particle model to represent a moving object?

## Next Generation Science Standards

### HS-PS2-1

Students who demonstrate understanding can:

- HS-PS2-1.** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

##### Connections to Nature of Science

##### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

#### Disciplinary Core Ideas

##### PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects.

#### Crosscutting Concepts

##### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

## HS-PS2-2

Students who demonstrate understanding can:

- HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

### Crosscutting Concepts

#### Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

## HS-PS2-3

Students who demonstrate understanding can:

- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)*

#### ETS1.C: Optimizing the Design Solution

- 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 (tradeoffs) may be needed. *(secondary)*

### Crosscutting Concepts

#### Cause and Effect

- Systems can be designed to cause a desired effect.

## HS-PS3-1

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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Create a computational model or simulation of a phenomenon, designed device, process, or system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.

#### PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.

### Crosscutting Concepts

#### Systems and System Models

- 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.

#### Connections to Nature of Science

#### Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes the universe is a vast single system in which basic laws are consistent.

## HS-PS3-2

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Developing and Using Models

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.

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
- 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.

### Crosscutting Concepts

#### Energy and Matter

- Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.



## HS-PS3-3

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Constructing Explanations and Designing Solutions</b></p> <p>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"><li>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.</li></ul>	<p><b>PS3.A: Definitions of Energy</b></p> <ul style="list-style-type: none"><li>At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.</li></ul> <p><b>PS3.D: Energy in Chemical Processes</b></p> <ul style="list-style-type: none"><li>Although energy cannot be destroyed, it can be converted to less useful forms — for example, to thermal energy in the surrounding environment.</li></ul> <p><b>ETS1.A: Defining and Delimiting an Engineering Problem</b></p> <ul style="list-style-type: none"><li>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)</li></ul>	<p><b>Energy and Matter</b></p> <ul style="list-style-type: none"><li>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.</li></ul> <p>-----</p> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Influence of Science, Engineering and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"><li>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.</li></ul>

## Unit 3: Two Dimensional Motion and Vectors

### OVERVIEW

#### Summary

Newton's laws can be extended from one dimensional motion to two dimension. Students will be introduced to formal vector addition which play a key role in describing the outcomes of forces in two dimensions. The fields of kinetics and statics will be included in the Newtonian analyses. Additional topics will include incline planes and equilibria.

#### Content to Be Learned

- Distinguish between a scalar and a vector.
- Add and subtract vectors using the graphical method.
- Multiply and divide vectors by scalars.
- Identify appropriate coordinate systems for solving problems with vectors.

- Apply the Pythagorean theorem and tangent function to calculate the magnitude and direction of a resultant vector.
- Resolve vectors into components using the sine and cosine functions.
- Add vectors that are not perpendicular.
- Recognize examples of projectile motion.
- Describe the path of a projectile as a parabola.
- Resolve vectors into their components and apply the kinematic equations to solve problems involving projectile motion.
- Describe situations in terms of frame of reference.
- Solve problems involving relative velocity.

### **Practices**

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematical and computational thinking.
- Obtaining, evaluating, and communicating information.
- Science models, laws, mechanisms, and theories explain natural phenomena.

### **Crosscutting Concepts**

- Patterns.
- Cause and effect.
- Systems and system models.
- Structure and function.

### **Essential Questions**

- How are vectors added graphically?
- What are the components of a vector?
- How are vectors added algebraically?
- How are the vertical and horizontal motions of a projectile related?
- What are the relationships between a projectile's height, time in the air, initial velocity, and horizontal distance traveled?

## Next Generation Science Standards

### HS-PS2-1

Students who demonstrate understanding can:

- HS-PS2-1.** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

##### Connections to Nature of Science

##### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

#### Disciplinary Core Ideas

##### PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects.

#### Crosscutting Concepts

##### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

## HS-PS2-2

Students who demonstrate understanding can:

- HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

### Crosscutting Concepts

#### Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

## HS-PS2-3

Students who demonstrate understanding can:

- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)*

#### ETS1.C: Optimizing the Design Solution

- 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 (tradeoffs) may be needed. *(secondary)*

### Crosscutting Concepts

#### Cause and Effect

- Systems can be designed to cause a desired effect.

## HS-PS3-2

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from A Framework for K-12 Science Education:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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"><li>Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.</li></ul>	<p><b>PS3.A: Definitions of Energy</b></p> <ul style="list-style-type: none"><li>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.</li><li>At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.</li><li>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.</li></ul>	<p><b>Energy and Matter</b></p> <ul style="list-style-type: none"><li>Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.</li></ul>

## Unit 4: Forces and Laws of Motion Dynamics

### OVERVIEW

#### Summary

The concepts of kinematics and dynamics will be extended into motion in two dimensions. Projectile motion will be analyzed by applying kinematics of motion with constant velocity horizontally and motion with constant acceleration vertically. In addition, Newton's laws will be used to analyze circular motion and relative velocity.

#### Content to Be Learned

- Explain how force affects the motion of an object.
- Distinguish between contact forces and field forces.

- Interpret and construct free-body diagrams.
- Explain the relationship between the motion of an object and the net external force acting on it.
- Determine the net external force on an object.
- Calculate the force required to bring an object into equilibrium.
- Describe the acceleration of an object in terms of its mass and the net external force acting on it.
- Predict the direction and magnitude of the acceleration caused by a known net external force.
- Identify action-reaction pairs.
- Explain why action-reaction pairs do not result in equilibrium.

### **Practices**

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematical and computational thinking.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.
- Science models, laws, mechanisms, and theories explain natural phenomena.

### **Crosscutting Concepts**

- Patterns.
- Cause and effect.
- Systems and system models.
- Structure and function.

### **Essential Questions**

- What is acceleration?
- How is acceleration different from velocity?
- What information can you learn from velocity-time graphs?
- What is force?
- What is the relationship between force and acceleration?
- How does motion change when the net force is zero?

## Next Generation Science Standards

### HS-PS2-1

Students who demonstrate understanding can:

- HS-PS2-1.** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. *[Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]*

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

---

##### Connections to Nature of Science

##### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

#### Disciplinary Core Ideas

##### PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects.

#### Crosscutting Concepts

##### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.



## HS-PS2-2

Students who demonstrate understanding can:

- HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. *[Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]*

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

### Crosscutting Concepts

#### Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

## HS-PS2-3

Students who demonstrate understanding can:

- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)*

#### ETS1.C: Optimizing the Design Solution

- 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 (tradeoffs) may be needed. *(secondary)*

### Crosscutting Concepts

#### Cause and Effect

- Systems can be designed to cause a desired effect.

## HS-PS2-4

Students who demonstrate understanding can:

- HS-PS2-4.** Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. [Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

#### Connections to Nature of Science

#### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

### Disciplinary Core Ideas

#### PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

### Crosscutting Concepts

#### Patterns

- 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-PS3-1

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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Create a computational model or simulation of a phenomenon, designed device, process, or system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.

#### PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.

### Crosscutting Concepts

#### Systems and System Models

- 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.

#### Connections to Nature of Science

#### Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes the universe is a vast single system in which basic laws are consistent.

## HS-PS3-2

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Developing and Using Models

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.

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
- 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.

### Crosscutting Concepts

#### Energy and Matter

- Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

## HS-PS3-5

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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 world(s).</p> <ul style="list-style-type: none"> <li>Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.</li> </ul>	<p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>When two objects interacting through a field change relative position, the energy stored in the field is changed.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

# Unit 5: Work and Energy

## OVERVIEW

### Summary

The relationships among force, displacement, work, and energy will be considered in this unit. Mechanical advantages of machines will be explored through hands on activities. The ideas of transfer of energy through executing a force over a distance will be analyzed and calculated for simple and compound machines.

### Content to Be Learned

- Recognize the difference between the scientific and the ordinary definitions of work.
- Define work, relating it to force and displacement.
- Identify where work is being performed in a variety of situations.
- Calculate the net work done when many forces are applied to an object.
- Identify several forms of energy.
- Calculate kinetic energy for an object.
- Distinguish between kinetic and potential energy.
- Classify different types of potential energy.
- Calculate the potential energy associated with an object's position.
- Identify situation in which conservation of mechanical energy is valid.
- Recognize the forms that conserved energy can take.
- Solve problems using conservation of mechanical energy.

- Apply the work-kinetic energy theorem to solve problems.
- Relate the concepts of energy, time and power.
- Calculate power in two different ways.
- Explain the effect of machines on work and power.

### **Practices**

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematical and computational thinking.
- Science models, laws, mechanisms, and theories explain natural phenomena.

### **Crosscutting Concepts**

- Patterns.
- Cause and effect.
- Systems and system models.
- Structure and function.

### **Essential Questions**

- What is work?
- What is energy?
- How are work and energy related?
- What is power, and how is it related to work and energy?
- What is a machine, and how does it make tasks easier?
- How are mechanical advantage, the effort force, and the resistance force related?
- What is a machine's ideal mechanical advantage?
- What does the term efficiency mean?
- How is a system's motion related to its kinetic energy?
- What is gravitational potential energy?
- What is elastic potential energy?
- How are mass and energy related?
- Under what conditions is energy conserved?
- What is mechanical energy, and when is it conserved?
- How are momentum and kinetic energy conserved or changed in a collision?
- What is a simple harmonic motion?
- How much energy is stored in a spring?
- What affects a pendulum's period?

## Next Generation Science Standards

### HS-PS2-1

Students who demonstrate understanding can:

- HS-PS2-1.** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

##### Connections to Nature of Science

##### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

#### Disciplinary Core Ideas

##### PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects.

#### Crosscutting Concepts

##### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.



## HS-PS2-2

Students who demonstrate understanding can:

- HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

### Crosscutting Concepts

#### Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

## HS-PS2-3

Students who demonstrate understanding can:

- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)*

#### ETS1.C: Optimizing the Design Solution

- 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 (tradeoffs) may be needed. *(secondary)*

### Crosscutting Concepts

#### Cause and Effect

- Systems can be designed to cause a desired effect.

## HS-PS3-1

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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Create a computational model or simulation of a phenomenon, designed device, process, or system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.

#### PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.

### Crosscutting Concepts

#### Systems and System Models

- 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.

#### Connections to Nature of Science

#### Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes the universe is a vast single system in which basic laws are consistent.

## HS-PS3-2

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Developing and Using Models

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.

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
- 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.

### Crosscutting Concepts

#### Energy and Matter

- Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

## HS-PS3-3

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- 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.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

#### PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms — for example, to thermal energy in the surrounding environment.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)

### Crosscutting Concepts

#### Energy and Matter

- 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.

#### Connections to Engineering, Technology, and Applications of Science

#### Influence of Science, Engineering and Technology on Society and the Natural World

- 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-PS3-5

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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 world(s).</p> <ul style="list-style-type: none"> <li>Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.</li> </ul>	<p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>When two objects interacting through a field change relative position, the energy stored in the field is changed.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

# Unit 6: Momentum and Collisions

## OVERVIEW

### Summary

This unit involves changes in motion of an object by considering an object's momentum before and after forces act on it. The Law of Conservation of Momentum will be described in terms of a complete system when no net external forces act on the objects involved.

### Content to Be Learned

- Compare the momentum of different moving objects.
- Compare the momentum of the same object moving with different velocities.
- Identify examples of change in the momentum of an object.
- Describe changes in momentum in terms of force and time.
- Describe the interactions between two objects in terms of the change in momentum of each object.
- Compare the total momentum of two objects before and after they interact.
- State the law of conservation of momentum.
- Predict the final velocities of objects after collisions, given the initial velocities.
- Identify different types of collisions.
- Determine the decrease in kinetic energy during perfectly inelastic collisions.
- Compare conservation of momentum and conservation of kinetic energy in perfectly inelastic and elastic collisions.
- Find the final velocity of an object in perfectly inelastic and elastic collisions.

## **Practices**

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematical and computational thinking.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.
- Science models, laws, mechanisms, and theories explain natural phenomena.

## **Crosscutting Concepts**

- Patterns.
- Cause and effect.
- Systems and system models.
- Structure and function.

## **Essential Questions**

- What is impulse?
- What is momentum?
- What is angular momentum?
- How does Newton's third law relate to conservation of momentum?
- Under what conditions is momentum conserved?
- How can the law of conservation of momentum and the law of conservation of angular momentum help explain the motion of objects?

## Next Generation Science Standards

### HS-PS2-1

Students who demonstrate understanding can:

- HS-PS2-1.** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

##### Connections to Nature of Science

##### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

#### Disciplinary Core Ideas

##### PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects.

#### Crosscutting Concepts

##### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.



## HS-PS2-2

Students who demonstrate understanding can:

- HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

### Crosscutting Concepts

#### Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

## HS-PS2-3

Students who demonstrate understanding can:

- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)*

#### ETS1.C: Optimizing the Design Solution

- 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 (tradeoffs) may be needed. *(secondary)*

### Crosscutting Concepts

#### Cause and Effect

- Systems can be designed to cause a desired effect.

## HS-PS2-4

Students who demonstrate understanding can:

- HS-PS2-4.** Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. *[Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]*

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

#### Connections to Nature of Science

#### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

### Disciplinary Core Ideas

#### PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

### Crosscutting Concepts

#### Patterns

- 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-PS3-1

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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Create a computational model or simulation of a phenomenon, designed device, process, or system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.

#### PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.

### Crosscutting Concepts

#### Systems and System Models

- 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.

#### Connections to Nature of Science

#### Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes the universe is a vast single system in which basic laws are consistent.

## HS-PS3-2

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Developing and Using Models

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.

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
- 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.

### Crosscutting Concepts

#### Energy and Matter

- Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

## HS-PS3-3

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- 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.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

#### PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms — for example, to thermal energy in the surrounding environment.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)

### Crosscutting Concepts

#### Energy and Matter

- 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.

#### Connections to Engineering, Technology, and Applications of Science

#### Influence of Science, Engineering and Technology on Society and the Natural World

- 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-PS3-5

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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 world(s).</p> <ul style="list-style-type: none"> <li>Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.</li> </ul>	<p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>When two objects interacting through a field change relative position, the energy stored in the field is changed.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

# Unit 7: Rotational Motion and Laws of Gravity

## OVERVIEW

### Summary

Linear motion and rotational motion obey Newton’s laws. However, as an object rotates, different parts of an object experience different velocities and accelerations. This unit will ascribe the concepts of torque and moments of inertia to this common type of motion. In addition, torque will be used to determine rotational equilibrium of objects.

### Content to Be Learned

- Relate radians to degrees.
- Calculate angular displacement using the arc length and the distance from the axis of rotation.
- Calculate angular speed or angular acceleration.
- Solve problems using kinematic equations for rotational motion.
- Find the tangential speed of a point on a rigid rotating object using the angular speed and the radius.
- Solve problems involving tangential acceleration.
- Solve problems involving centripetal acceleration.
- Calculate the force that maintains circular motion.
- Explain how the apparent existence of a toward force in circular motion can be explained as inertia resisting the force that maintains circular motion.
- Apply Newton’s universal law of gravitation to find the gravitational force between two masses.

- Recognize the difference between a point mass and an extended object.
- Distinguish between torque and force.
- Calculate the magnitude of a torque on an object.
- Identify the lever arm associated with a torque on an object.
- Identify the center of mass of an object.
- Distinguish between mass and moment of inertia.
- Define the second condition of equilibrium.
- Solve problems involving the first and second conditions of equilibrium.
- Describe Newton's second law of rotation.
- Calculate the angular momentum for various rotating objects.
- Solve problems involving rotational kinetic energy.

### **Practices**

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematical and computational thinking.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.
- Science models, laws, mechanisms, and theories explain natural phenomena.

### **Crosscutting Concepts**

- Patterns.
- Cause and effect.
- Systems and system models.
- Structure and function.

### **Essential Questions**

- What is the relationship between a planet's orbital radius and period?
- What is Newton's law of universal gravitation, and how does it relate to Kepler's laws?
- Why was Cavendish's investigation important?
- How can you describe orbital motion?
- How are gravitational mass and inertial mass alike, and how are they different?
- How is gravitational force explained, and what did Einstein propose about gravitational force?



## Next Generation Science Standards

### HS-PS2-1

Students who demonstrate understanding can:

- HS-PS2-1.** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

##### Connections to Nature of Science

##### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

#### Disciplinary Core Ideas

##### PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects.

#### Crosscutting Concepts

##### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

## HS-PS2-2

Students who demonstrate understanding can:

- HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

### Crosscutting Concepts

#### Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

## HS-PS2-3

Students who demonstrate understanding can:

- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)*

#### ETS1.C: Optimizing the Design Solution

- 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 (tradeoffs) may be needed. *(secondary)*

### Crosscutting Concepts

#### Cause and Effect

- Systems can be designed to cause a desired effect.

## HS-PS2-4

Students who demonstrate understanding can:

- HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.** [Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

#### Connections to Nature of Science

#### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

### Disciplinary Core Ideas

#### PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

### Crosscutting Concepts

#### Patterns

- 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-PS3-1

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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Create a computational model or simulation of a phenomenon, designed device, process, or system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.

#### PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.

### Crosscutting Concepts

#### Systems and System Models

- 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.

#### Connections to Nature of Science

#### Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes the universe is a vast single system in which basic laws are consistent.

## HS-PS3-2

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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"> <li>Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.</li> </ul>	<p><b>PS3.A: Definitions of Energy</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.</li> <li>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.</li> </ul>	<p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.</li> </ul>

## Unit 8: Electric and Magnetic Forces and Fields

### OVERVIEW

#### Summary

These complementary phenomenon will be considered separately and together in terms of attractive, repulsive forces and fields. Magnitudes of fields and changes will then be addressed by the inverse square of the distance separating them.

## **Content to Be Learned**

- Understand the basic properties of electric charge.
- Differentiate between conductors and insulators.
- Distinguish between charging by contact, charging by induction, and charging by polarization.
- Calculate electric force using Coulomb's law.
- Compare electric force with gravitational force.
- Apply the superposition principle to find the resultant force on a charge and to find the position at which the net force on a charge is zero.
- Calculate electric field strength.
- Draw and interpret electric field lines.
- Identify the four properties associated with a conductor in electrostatic equilibrium.
- Define electrical potential energy.
- Compute the electrical potential energy for various charge distributions.
- Distinguish between electrical potential energy, electric potential, and potential difference.
- Compute the electric potential for various charge distributions.
- Relate capacitance to the storage of electrical potential energy in the form of separated charges.
- Calculate the capacitance of various devices.
- Calculate the energy stored in a capacitor.
- For given situations, predict whether magnets will repel or attract each other.
- Describe the magnetic field around a permanent magnet.
- Describe the orientation of Earth's magnetic field.
- Describe the magnetic field produced by the current in a straight conductor and in a solenoid.
- Explain magnetism in terms of the domain theory of magnetism.
- Given the force on a charge in a magnetic field, determine the strength of the magnetic field.
- Use the right-hand rule to find the direction of the force on a charge moving through a magnetic field.
- Determine the magnitude and direction of the force on a wire carrying current in a magnetic field.

## **Practices**

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematical and computational thinking.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.
- Science models, laws, mechanisms, and theories explain natural phenomena.

## **Crosscutting Concepts**

- Patterns.
- Cause and effect.
- Systems and system models.
- Structure and function.
- Energy and matter.
- Influence of science, engineering, and technology on society in the natural world.

## **Essential Questions**

- How can you demonstrate that charged objects exert forces, both attractive and repulsive?

- How do we know that charging is the separation, not the creation, of electric charges?
- What are the differences between conductors and insulators?
- What is an electric field?
- How are charge, electric field, and forces on charged objects related?
- How can you represent electric fields in diagrams and other models?
- What are some properties of magnets?
- What causes an object to be magnetic?
- What are the characteristics of magnetic fields?
- What is the relationship between magnetic fields and electric currents?

## Next Generation Science Standards

HS-PS2-1		
<p>Students who demonstrate understanding can:</p> <p><b>HS-PS2-1.</b> Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. <i>[Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]</i></p>		
<p>The performance expectation above was developed using the following elements from <i>A Framework for K-12 Science Education</i>:</p>		
<p style="text-align: center;"><b>Science and Engineering Practices</b></p> <p><b>Analyzing and Interpreting Data</b> Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> <li>• Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.</li> </ul> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"> <li>• Theories and laws provide explanations in science.</li> <li>• Laws are statements or descriptions of the relationships among observable phenomena.</li> </ul>	<p style="text-align: center;"><b>Disciplinary Core Ideas</b></p> <p><b>PS2.A: Forces and Motion</b></p> <ul style="list-style-type: none"> <li>• Newton's second law accurately predicts changes in the motion of macroscopic objects.</li> </ul>	<p style="text-align: center;"><b>Crosscutting Concepts</b></p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</li> </ul>



## HS-PS2-3

Students who demonstrate understanding can:

- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

### Disciplinary Core Ideas

#### PS2.A: Forces and Motion

- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)*

#### ETS1.C: Optimizing the Design Solution

- 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 (tradeoffs) may be needed. *(secondary)*

### Crosscutting Concepts

#### Cause and Effect

- Systems can be designed to cause a desired effect.

**HS-PS2-4**

Students who demonstrate understanding can:

- HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.** [Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Using Mathematics and Computational Thinking

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.

- Use mathematical representations of phenomena to describe explanations.

##### Connections to Nature of Science

##### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Theories and laws provide explanations in science.
- Laws are statements or descriptions of the relationships among observable phenomena.

#### Disciplinary Core Ideas

##### PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

#### Crosscutting Concepts

##### Patterns

- 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-PS3-1

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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Using Mathematics and Computational Thinking

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.

- Create a computational model or simulation of a phenomenon, designed device, process, or system.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- 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.

#### PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.

### Crosscutting Concepts

#### Systems and System Models

- 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.

#### Connections to Nature of Science

#### Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes the universe is a vast single system in which basic laws are consistent.

**HS-PS3-2**

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

**Science and Engineering Practices****Developing and Using Models**

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.

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

**Disciplinary Core Ideas****PS3.A: Definitions of Energy**

- 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.
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
- 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.

**Crosscutting Concepts****Energy and Matter**

- Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

## HS-PS3-3

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- 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.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

#### PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms — for example, to thermal energy in the surrounding environment.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)

### Crosscutting Concepts

#### Energy and Matter

- 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.

#### Connections to Engineering, Technology, and Applications of Science

#### Influence of Science, Engineering and Technology on Society and the Natural World

- 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-PS3-5

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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 world(s).</p> <ul style="list-style-type: none"> <li>Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.</li> </ul>	<p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>When two objects interacting through a field change relative position, the energy stored in the field is changed.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

## HS-PS4-1

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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Using Mathematics and Computational Thinking</b> 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"> <li>Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.</li> </ul>	<p><b>PS4.A: Wave Properties</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</li> </ul>

## HS-PS4-3

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Engaging in Argument from Evidence</b> 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 the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"><li>Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.</li></ul> <hr/> <p><b>Connections to Nature of Science</b></p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"><li>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. 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.</li></ul>	<p><b>PS4.A: Wave Properties</b></p> <ul style="list-style-type: none"><li>[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.)</li></ul> <p><b>PS4.B: Electromagnetic Radiation</b></p> <ul style="list-style-type: none"><li>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.</li></ul>	<p><b>Systems and System Models</b></p> <ul style="list-style-type: none"><li>Models (e.g., physical, mathematical, and computer models) can be used to simulate systems and interactions — including energy, matter and information flows — within and between systems at different scales.</li></ul>

## Unit 9: Waves and Electromagnetic Radiation

### Summary

Water, sound, and electromagnetic waves will be compared and contrasted in this unit. Characteristics of each will be considered in terms of generation, modes of transport, crests, troughs, wavelength, frequency, amplitude, and cycles/second. Particular attention will be paid to radiation in terms of generation and communication.

## **Subunit 9.1: Vibration and Waves**

### **Content to Be Learned**

- Identify the conditions of simple harmonic motion.
- Explain how force, velocity, and acceleration change as an object vibrates with simple harmonic motion.
- Calculate the spring force using Hooke's law.
- Identify the amplitude of vibration.
- Recognize the relationship between period and frequency.
- Calculate the period and frequency of an object vibrating with simple harmonic motion.
- Distinguish local particle vibrations from overall wave motion.
- Differentiate between pulse waves and periodic waves.
- Interpret waveforms of transverse and longitudinal waves.
- Apply the relationship among wave speed, frequency and wavelength to solve problems.
- Relate energy and amplitude.
- Apply the superposition principle.
- Differentiate between constructive and destructive interference.
- Predict when a reflected wave will be inverted.
- Predict whether specific traveling waves will produce a standing wave.
- Identify nodes and antinodes of a standing wave.

## **Subunit 9.2: Sound Wave**

### **Content to Be Learned**

- Explain how sound waves are produced.
- Relate frequency to pitch.
- Compare the speed of sound in various media.
- Relate plane waves to spherical waves.
- Recognize the Doppler effect and determine the direction of a frequency shift when there is relative motion between a source and an observer.
- Calculate the intensity of sound waves.
- Relate intensity, decibel level, and perceived loudness.
- Explain why resonance occurs.
- Differentiate between the harmonic series of open and closed pipes.
- Calculate the harmonics of a vibrating string and of open and closed pipes.
- Relate harmonics and timbre.
- Relate the frequency difference between two waves to the number of beats heard per second.

## **Subunit 9.3: Characteristics of Light**



## **Content to Be Learned**

- Identify the components of the electromagnetic spectrum.
- Calculate the frequency or wavelength of electromagnetic radiation.
- Recognize that light has a finite speed.
- Describe how the brightness of a light source is affected by distance.
- Distinguish between specular and diffuse reflection of light.
- Apply the law of reflection for flat mirrors.
- Describe the nature of images formed by flat mirrors.
- Calculate the distances and focal lengths using the mirror equation for concave and convex spherical mirrors.
- Draw ray diagrams to find the image distance and magnification for concave and convex spherical mirrors.
- Distinguish between real and virtual images.
- Describe how parabolic mirrors differ from spherical mirrors.
- Recognize how additive colors affect the color of light.
- Recognize how pigments affect the color of reflected light.
- Explain how linearly polarized light is formed and detected.

## **Subunit 9.4: Refraction**

### **Content to Be Learned**

- Recognize situations in which refraction will occur.
- Identify which direction light will bend when it passes from one medium to another.
- Solve problems using Snell's law.
- Use ray diagrams to find the position of an image produced by a converging or diverging lens, and identify the image as real or virtual.
- Solve problems using the thin-lens equation.
- Calculate the magnification of lenses.
- Describe the positioning of lenses in compound microscopes and refracting telescopes.
- Predict whether light will be refracted or undergo total internal reflection.
- Recognize atmospheric conditions that cause refraction.
- Predict whether light will be refracted or undergo total internal reflection.
- Recognize atmospheric conditions that cause refraction.
- Explain dispersion and phenomena such as rainbows in terms of the relationship between the index of refraction and the wavelength.

## **Subunit 9.5: Interference**

### **Content to Be Learned**

- Describe how light waves interfere with each other to produce bright and dark fringes.
- Identify the conditions required for interference to occur.
- Predict the location of interference fringes using the equation for double-slit interference.
- Describe how light waves diffract around obstacles and produce bright and dark fringes.

- Calculate the positions of fringes for a diffraction grating.
- Describe how diffraction determines an optical instrument's ability to resolve images.
- Describe the properties of laser light.
- Explain how laser light has particular advantages in certain applications.

### **Practices**

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematical and computational thinking.
- Constructing explanations and designing solutions.
- Science models, laws, mechanisms, and theories explain natural phenomena.

### **Crosscutting Concepts**

- Patterns.
- Cause and effect.
- Systems and system models.
- Structure and function.

### **Essential Questions**

- What is the origin of sound?
- What are the characteristics of resonance in air columns?
- What are the characteristics of resonance on strings?
- Why are there variations in sound quality among instruments?
- How are beats produced?
- What is the ray model of light?
- How are distance and illumination related?
- How was the speed of light determined?
- What is the law of reflection?
- What is the difference between specular and diffuse reflection?
- How can the images formed by plane mirrors be located?

# Next Generation Science Standards

## HS-PS2-5

Students who demonstrate understanding can:

- HS-PS2-5.** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. *[Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]*

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Planning and Carrying Out Investigations

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.

- 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.

### Disciplinary Core Ideas

#### PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (HS-PS2-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

#### PS3.A: Definitions of Energy

- "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (*secondary*)

### Crosscutting Concepts

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

## HS-PS3-3

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Constructing Explanations and Designing Solutions

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.

- 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.

### Disciplinary Core Ideas

#### PS3.A: Definitions of Energy

- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

#### PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms — for example, to thermal energy in the surrounding environment.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- 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)

### Crosscutting Concepts

#### Energy and Matter

- 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.

#### Connections to Engineering, Technology, and Applications of Science

#### Influence of Science, Engineering and Technology on Society and the Natural World

- 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-PS3-5

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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 world(s).</p> <ul style="list-style-type: none"> <li>Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.</li> </ul>	<p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>When two objects interacting through a field change relative position, the energy stored in the field is changed.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

## HS-PS4-1

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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Using Mathematics and Computational Thinking</b> 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"> <li>Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.</li> </ul>	<p><b>PS4.A: Wave Properties</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</li> </ul>

## HS-PS4-2

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Asking Questions and Defining Problems

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.

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set or the suitability of a design.

### Disciplinary Core Ideas

#### PS4.A: Wave Properties

- 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.

### Crosscutting Concepts

#### Stability and Change

- Systems can be designed for greater or lesser stability.

-----  
***Connections to Engineering, Technology, and Applications of Science***

#### Influence of Engineering, Technology, and Science on Society and the Natural World

- 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-PS4-3

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Engaging in Argument from Evidence

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 the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.

#### Connections to Nature of Science

#### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- 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. 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.

### Disciplinary Core Ideas

#### PS4.A: Wave Properties

- (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.)

#### PS4.B: Electromagnetic Radiation

- 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.

### Crosscutting Concepts

#### Systems and System Models

- Models (e.g., physical, mathematical, and computer models) can be used to simulate systems and interactions — including energy, matter and information flows — within and between systems at different scales.

## HS-PS4-4

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Obtaining, Evaluating, and Communicating Information

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.

- Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible.

### Disciplinary Core Ideas

#### PS4.B: Electromagnetic Radiation

- 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.

### Crosscutting Concepts

#### Cause and Effect

- 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.

## Unit 10: Modern Physics

### OVERVIEW

#### Summary

Modern Physics refers to the advancements in physics from 1900s to the present. The transition from Classical Newtonian physics to Quantum Mechanics has changed the way scientists look at the world. An understanding of this change is critical in securing a good foundation for physic students. This transition is leading to new information technologies that present new opportunities to advance how information is processed and stored.

#### Content to Be Learned

- Particle wave duality.
- Double slit experiment.
- Heisenberg Uncertainty Principle.
- Aspect experiment.
- Quantum entanglement.
- Superposition.
- Quantum computing.
- Implication to SETF.

#### Practices

- Asking questions and defining problems.



- Evaluating questions that challenge the premise of an argument.
- Obtaining, evaluating, and communicating information.
- Science models, laws, mechanisms, and theories explain natural phenomena.

### Crosscutting Concepts

- Cause and effect.
- Systems and system models.
- Stability and change.
- Interdependence of science, engineering, and technology.
- Influence of science, engineering, and technology on society in the natural world.

### Essential Questions

- How might quantum mechanics and computing effect artificial intelligence and the world?

### Next Generation Science Standards

HS-PS4-1		
<p>Students who demonstrate understanding can:</p> <p><b>HS-PS4-1.</b> Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. <i>[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.]</i></p>		
<p>The performance expectation above was developed using the following elements from <i>A Framework for K-12 Science Education</i>:</p>		
<p style="text-align: center;"><b>Science and Engineering Practices</b></p> <p><b>Using Mathematics and Computational Thinking</b>            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"> <li>• Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.</li> </ul>	<p style="text-align: center;"><b>Disciplinary Core Ideas</b></p> <p><b>PS4.A: Wave Properties</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p style="text-align: center;"><b>Crosscutting Concepts</b></p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</li> </ul>

## HS-PS4-2

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Asking Questions and Defining Problems

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.

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set or the suitability of a design.

### Disciplinary Core Ideas

#### PS4.A: Wave Properties

- 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.

### Crosscutting Concepts

#### Stability and Change

- Systems can be designed for greater or lesser stability.

-----  
***Connections to Engineering, Technology, and Applications of Science***

#### Influence of Engineering, Technology, and Science on Society and the Natural World

- 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-PS4-3

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Engaging in Argument from Evidence

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 the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.

#### Connections to Nature of Science

#### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- 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. 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.

### Disciplinary Core Ideas

#### PS4.A: Wave Properties

- (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.)

#### PS4.B: Electromagnetic Radiation

- 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.

### Crosscutting Concepts

#### Systems and System Models

- Models (e.g., physical, mathematical, and computer models) can be used to simulate systems and interactions — including energy, matter and information flows — within and between systems at different scales.

## HS-PS4-4

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Obtaining, Evaluating, and Communicating Information

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.

- Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible.

### Disciplinary Core Ideas

#### PS4.B: Electromagnetic Radiation

- 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.

### Crosscutting Concepts

#### Cause and Effect

- 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-PS4-5

Students who demonstrate understanding can:

- 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.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

### Science and Engineering Practices

#### Obtaining, Evaluating, and Communicating Information

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.

- 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).

### Disciplinary Core Ideas

#### PS3.D: Energy in Chemical Processes

- Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (secondary)

#### PS4.A: Wave Properties

- 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.

#### PS4.B: Electromagnetic Radiation

- Photoelectric materials emit electrons when they absorb light of a high-enough frequency.

#### PS4.C: Information Technologies and Instrumentation

- Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern 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.

### Crosscutting Concepts

#### Cause and Effect

- Systems can be designed to cause a desired effect.

#### Connections to Engineering, Technology, and Applications of Science

#### Interdependence of Science, Engineering, and Technology

- Science and engineering complement each other in the cycle known as research and development (R&D).

#### Influence of Engineering, Technology, and Science on Society and the Natural World

- Modern civilization depends on major technological systems.