MS.Chemical Reactions

Students who demonstrate understanding can:

**MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.** [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with HCl.] [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]

**MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.** [Clarification Statement: Emphasis is on law of conservation of matter, and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]

**MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.** [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]

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

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**Science and Engineering Practices**

**Developing and Using Models**
Modeling in 6–8 builds on K-5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.
- Develop a model to describe unobservable mechanisms. (MS-PS1-5)

**Analyzing and Interpreting Data**
Analyzing data in 6–8 builds on K-5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.
- Analyze and interpret data to determine similarities and differences in findings. (MS-PS1-2)

**Constructing Explanations and Designing Solutions**
Constructing explanations and designing solutions in 6–8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.
- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. (MS-PS1-6)

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**Disciplinary Core Ideas**

**PS1.A: Structure and Properties of Matter**
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-2) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.)

**PS1.B: Chemical Reactions**
- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2), (MS-PS1-5) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.)
  - The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS1-5)
  - Some chemical reactions release energy, others store energy. (MS-PS1-6)

**ETS1.B: Developing Possible Solutions**
- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (secondary to MS-PS1-6)

**ETS1.C: Optimizing the Design Solution**
- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design. (secondary to MS-PS1-6)
  - The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (secondary to MS-PS1-6)

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**Crosscutting Concepts**

**Patterns**
- Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-2)
- Matter is conserved because atoms are conserved in physical and chemical processes. (MS-PS1-5)
- The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6)

**Connecting to Nature of Science**

**Science and Engineering Practices**

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

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