

HS.Structure and Properties of Matter

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Students who demonstrate understanding can:

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

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

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> ▪ Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-8) ▪ Use a model to predict the relationships between systems or between components of a system. (HS-PS1-1) <p>Planning and Carrying Out Investigations Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS1-3) <p>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.</p> <ul style="list-style-type: none"> ▪ Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-PS2-6) 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> ▪ Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (HS-PS1-1) ▪ The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-1),(HS-PS1-2) ▪ The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3),(secondary to HS-PS2-6) <p>PS1.C: Nuclear Processes</p> <ul style="list-style-type: none"> ▪ Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (HS-PS1-8) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> ▪ Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (HS-PS1-1),(HS-PS1-3),(HS-PS2-6) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-1),(HS-PS1-3) <p>Energy and Matter</p> <ul style="list-style-type: none"> ▪ In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-PS1-8) <p>Structure and Function</p> <ul style="list-style-type: none"> ▪ Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)
<p><i>Connections to other DCIs in this grade-band:</i> HS.LS1.C (HS-PS1-1); HS.PS3.A (HS-PS1-8); HS.PS3.B (HS-PS1-8); HS.PS3.C (HS-PS1-8); HS.PS3.D (HS-PS1-8); HS.ESS1.A (HS-PS1-8); HS.ESS1.C (HS-PS1-8); HS.ESS2.C (HS-PS1-3); HS.ESS3.A (HS-PS1-8); HS.ESS3.C (HS-PS1-8)</p>		
<p><i>Articulation to DCIs across grade-bands:</i> MS.PS1.A (HS-PS1-1),(HS-PS1-3),(HS-PS1-8); MS.PS1.B (HS-PS1-1),(HS-PS1-8); MS.PS1.C (HS-PS1-8); MS.PS2.B (HS-PS1-3),(HS-PS2-6); MS.ESS2.A (HS-PS1-8)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS1-3),(HS-PS2-6)</p> <p>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. (HS-PS1-1)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS2-6)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS1-3)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS1-3)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)</p> <p><i>Mathematics –</i></p>		

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

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MP.4	Model with mathematics. <i>(HS-PS1-8)</i>
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. <i>(HS-PS1-3),(HS-PS1-8),(HS-PS2-6)</i>
HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. <i>(HS-PS1-8),(HS-PS2-6)</i>
HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <i>(HS-PS1-3),(HS-PS1-8),(HS-PS2-6)</i>

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