

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.

Observable features of the student performance by the end of the course:

1	Representation
a	Students identify and describe* the components to be computationally modeled, including: <ol style="list-style-type: none"> The boundaries of the system and that the reference level for potential energy = 0 (the potential energy of the initial or final state does not have to be zero); The initial energies of the system's components (e.g., energy in fields, thermal energy, kinetic energy, energy stored in springs — all expressed as a total amount of Joules in

		each component), including a quantification in an algebraic description to calculate the total initial energy of the system;
		iii. The energy flows in or out of the system, including a quantification in an algebraic description with flow into the system defined as positive; and
		iv. The final energies of the system components, including a quantification in an algebraic description to calculate the total final energy of the system.
2	Computational Modeling	
	a	Students use the algebraic descriptions of the initial and final energy state of the system, along with the energy flows to create a computational model (e.g., simple computer program, spreadsheet, simulation software package application) that is based on the principle of the conservation of energy.
	b	Students use the computational model to calculate changes in the energy of one component of the system when changes in the energy of the other components and the energy flows are known.
3	Analysis	
	a	Students use the computational model to predict the maximum possible change in the energy of one component of the system for a given set of energy flows.
	b	Students identify and describe* the limitations of the computational model, based on the assumptions that were made in creating the algebraic descriptions of energy changes and flows in the system.

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>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 and use a model based on evidence to illustrate the relationships between systems or between components of a system. 	<p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. 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. 	<p>Energy and Matter</p> <ul style="list-style-type: none"> Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems.

Observable features of the student performance by the end of the course:

1	Components of the model	
a	Students develop models in which they identify and describe* the relevant components, including:	
	i.	All the components of the system and the surroundings, as well as energy flows between the system and the surroundings;
	ii.	Clearly depicting both a macroscopic and a molecular/atomic-level representation of the system; and

	<ul style="list-style-type: none"> iii. Depicting the forms in which energy is manifested at two different scales: <ul style="list-style-type: none"> a) Macroscopic , such as motion, sound, light, thermal energy, potential energy or energy in fields; and b) Molecular/atomic, such as motions (kinetic energy) of particles (e.g., nuclei and electrons), the relative positions of particles in fields (potential energy), and energy in fields.
2	Relationships
	<ul style="list-style-type: none"> a Students describe* the relationships between components in their models, including: <ul style="list-style-type: none"> i. Changes in the relative position of objects in gravitational, magnetic or electrostatic fields can affect the energy of the fields (e.g., charged objects moving away from each other change the field energy). ii. Thermal energy includes both the kinetic and potential energy of particle vibrations in solids or molecules and the kinetic energy of freely moving particles (e.g., inert gas atoms, molecules) in liquids and gases. iii. The total energy of the system and surroundings is conserved at a macroscopic and molecular/atomic level. iv. Chemical energy can be considered in terms of systems of nuclei and electrons in electrostatic fields (bonds). v. As one form of energy increases, others must decrease by the same amount as energy is transferred among and between objects and fields.
3	Connections
	<ul style="list-style-type: none"> a Students use their models to show that in closed systems the energy is conserved on both the macroscopic and molecular/atomic scales so that as one form of energy changes, the total system energy remains constant, as evidenced by the other forms of energy changing by the same amount or changes only by the amount of energy that is transferred into or out of the system. b Students use their 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 on both the macroscopic and microscopic scales.

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>Constructing Explanations and Designing Solutions</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"> 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. 	<p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. <p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> Although energy cannot be destroyed, it can be converted to less useful forms — for example, to thermal energy in the surrounding environment. <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (<i>secondary</i>) 	<p>Energy and Matter</p> <ul style="list-style-type: none"> Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. <p>-----</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Science, Engineering and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks.

Observable features of the student performance by the end of the course:

1	Using scientific knowledge to generate the design solution	
	a	Students design a device that converts one form of energy into another form of energy.
	b	Students develop a plan for the device in which they:
	i.	Identify what scientific principles provide the basis for the energy conversion design;
	ii.	Identify the forms of energy that will be converted from one form to another in the designed system;
	iii.	Identify losses of energy by the design system to the surrounding environment;
	iv.	Describe* the scientific rationale for choices of materials and structure of the device, including how student-generated evidence influenced the design; and
	v.	Describe* that this device is an example of how the application of scientific knowledge and engineering design can increase benefits for modern civilization while decreasing costs and risk.
2	Describing criteria and constraints, including quantification when appropriate	

	a	Students describe* and quantify (when appropriate) prioritized criteria and constraints for the design of the device, along with the tradeoffs implicit in these design solutions. Examples of constraints to be considered are cost and efficiency of energy conversion.
3	Evaluating potential solutions	
	a	Students build and test the device according to the plan.
	b	Students systematically and quantitatively evaluate the performance of the device against the criteria and constraints.
4	Refining and/or optimizing the design solution	
	a	Students use the results of the tests to improve the device performance by increasing the efficiency of energy conversion, keeping in mind the criteria and constraints, and noting any modifications in tradeoffs.

HS-PS3-4

Students who demonstrate understanding can:

HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). [Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.] [Assessment Boundary: Assessment is limited to investigations based on materials and tools provided to students.]

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>Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. 	<p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). <p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> Although energy cannot be destroyed, it can be converted to less useful forms — for example, to thermal energy in the surrounding environment. 	<p>Systems and System Models</p> <ul style="list-style-type: none"> When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.

Observable features of the student performance by the end of the course:

1	Identifying the phenomenon to be investigated				
	a Students describe* the purpose of the investigation, which includes the following idea, that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).				
2	Identifying the evidence to answer this question				
	a Students develop an investigation plan and describe* the data that will be collected and the evidence to be derived from the data, including: <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td>i.</td> <td>The measurement of the reduction of temperature of the hot object and the increase in temperature of the cold object to show that the thermal energy lost by the hot object is equal to the thermal energy gained by the cold object and that the distribution of thermal energy is more uniform after the interaction of the hot and cold components; and</td> </tr> <tr> <td>ii.</td> <td>The heat capacity of the components in the system (obtained from scientific literature).</td> </tr> </tbody> </table>	i.	The measurement of the reduction of temperature of the hot object and the increase in temperature of the cold object to show that the thermal energy lost by the hot object is equal to the thermal energy gained by the cold object and that the distribution of thermal energy is more uniform after the interaction of the hot and cold components; and	ii.	The heat capacity of the components in the system (obtained from scientific literature).
i.	The measurement of the reduction of temperature of the hot object and the increase in temperature of the cold object to show that the thermal energy lost by the hot object is equal to the thermal energy gained by the cold object and that the distribution of thermal energy is more uniform after the interaction of the hot and cold components; and				
ii.	The heat capacity of the components in the system (obtained from scientific literature).				
3	Planning for the investigation				
	a In the investigation plan, students describe*: <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td>i.</td> <td>How a nearly closed system will be constructed, including the boundaries and initial</td> </tr> </tbody> </table>	i.	How a nearly closed system will be constructed, including the boundaries and initial		
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		conditions of the system;
	ii.	The data that will be collected, including masses of components and initial and final temperatures; and
	iii.	The experimental procedure, including how the data will be collected, the number of trials, the experimental set up, and equipment required.
4	Collecting the data	
	a	Students collect and record data that can be used to calculate the change in thermal energy of each of the two components of the system.
5	Refining the design	
	a	Students evaluate their investigation, including:
		i. The accuracy and precision of the data collected, as well as the limitations of the investigation; and
		ii. The ability of the data to provide the evidence required.
	b	If necessary, students refine the plan to produce more accurate, precise, and useful data that address the experimental question.
	c	Students identify potential causes of the apparent loss of energy from a closed system (which should be zero in an ideal system) and adjust the design of the experiment accordingly.

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.]

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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 world(s).</p> <ul style="list-style-type: none"> Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. 	<p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> When two objects interacting through a field change relative position, the energy stored in the field is changed. 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships can be suggested and predicted for complex natural and human-designed systems by examining what is known about smaller scale mechanisms within the system.

Observable features of the student performance by the end of the course:

1	Components of the model
	<p>a Students develop a model in which they identify and describe* the relevant components to illustrate the forces and changes in energy involved when two objects interact, including:</p> <p>i. The two objects in the system, including their initial positions and velocities (limited to one dimension).</p> <p>ii. The nature of the interaction (electric or magnetic) between the two objects.</p> <p>iii. The relative magnitude and the direction of the net force on each of the objects.</p> <p>iv. Representation of a field as a quantity that has a magnitude and direction at all points in space and which contains energy.</p>
2	Relationships
	<p>a In the model, students describe* the relationships between components, including the change in the energy of the objects, given the initial and final positions and velocities of the objects.</p>
3	Connections
	<p>a Students use the model to determine whether the energy stored in the field increased, decreased, or remained the same when the objects interacted.</p> <p>b Students use the model to support the claim that the change in the energy stored in the field (which is qualitatively determined to be either positive, negative, or zero) is consistent with the change in energy of the objects.</p> <p>c Using the model, students describe* the cause and effect relationships on a qualitative level between forces produced by electric or magnetic fields and the change of energy of the objects in the system.</p>