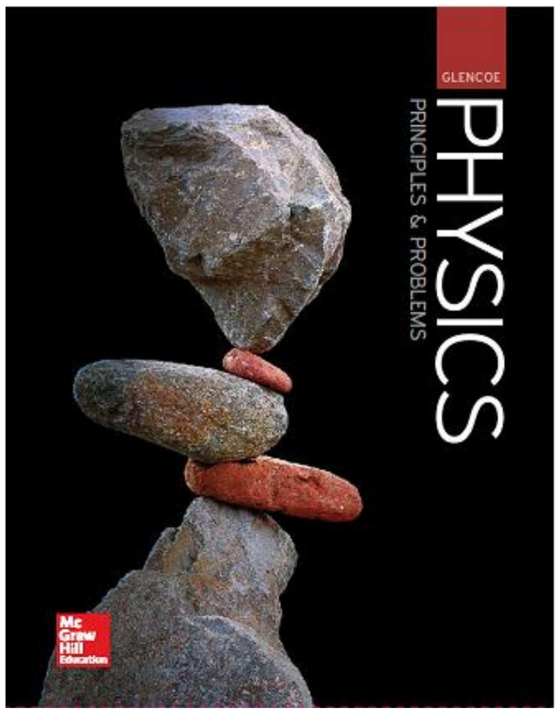
Louisiana STUDENT STANDARDS SCIENCE



STANDARDS	REFERENCES
MOTION AND STABILITY: FORCES AND INTERACTIONS HS-PS2-1	
Performance Expectation 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** **Physical Science:** 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. Emphasis is on one-dimensional motion and macroscopic objects moving at nonrelativistic speeds. **Physics:** 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. Emphasis is on kinematics, one-dimensional motion, two-dimensional motion, and macroscopic objects moving at non-relativistic speeds.	**Activity:** Newton's Second Law, Chapter 4 Section 1

STANDARDS	REFERENCES
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.	**Science and Engineering Practices Handbook:** Practice 4
Connections to Nature of Science Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena • Theories and laws provide explanations in science.	**Science and Engineering Practices Handbook:** Practice 6 **Student Edition:** 8–9
• Laws are statements or descriptions of the relationships among observable phenomena.	**Science and Engineering Practices Handbook:** Practice 6 **Student Edition:** 8–9
Disciplinary Core Ideas	
FORCES AND MOTION Newton's second law accurately predicts changes in the motion of macroscopic objects. (HS.PS2.A.a)	**Student Edition:** 94–97, 99, 114, 116–119
Crosscutting Concepts	
CAUSE AND EFFECT Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.	**Student Edition:** 92, 93, 94, 96, 97, 101, 102, 108, 110, 111, 138, 139, 140, 141

STANDARDS	REFERENCES
MOTION AND STABILITY: FORCES AND INTERACTIONS	**HS-PS2-2**
Performance Expectation 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** **Physical Science:** Emphasis is on calculating momentum and the qualitative meaning of conservation of momentum. **Physics:** Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle as well as systems of two macroscopic bodies moving in one dimension.	**Activity:** Conservation of Momentum, Chapter 9 Section 2
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.	**Science and Engineering Practices Handbook:** Practice 5
Disciplinary Core Ideas	
FORCES AND MOTION Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. In any system, total momentum is always conserved. (HS.PS2A.b)	**Student Edition**: 236–239, 243
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. (HS.PS2A.c)	**Student Edition:** 236–239, 243, 244–254, 256–261

STANDARDS	REFERENCES
Crosscutting Concepts	
SYSTEMS AND MODELS 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.	**Student Edition:** 91-92, 245, 246, 248, 247, 249, 250, 251, 257 #60, #63-#64, 292, 301-302, 303, 304, 309 #25, 312 #33-#34
MOTION AND STABILITY: FORCES AND INTERACTIONS HS-PS2-3	
Performance Expectation 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** **Physical Science:** Examples of evaluation and refinement could include determining the success of a device at protecting an object from damage such as, but not limited to, impact resistant packaging and modifying the design to improve it. Emphasis is on qualitative evaluations. **Physics:** 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 by applying the impulse-momentum theorem. Examples of a device could include a football helmet or an airbag. Emphasis is on qualitative evaluations and/or algebraic manipulations.	**Activity:** Egg Heads, Chapter 9 Section 1
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.	**Science and Engineering Practices Handbook:** Practice 6

STANDARDS	REFERENCES
Disciplinary Core Ideas	
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. (HS.PS2A.c)	**Student Edition:** 236–239, 243, 244–254, 256–261, 306–309
DEFINING AND DELIMITING ENGINEERING PROBLEMS Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (HS.ETS1A.a)	**Science and Engineering Practices Handbook:** Practice 1, Practice 6
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 (trade-offs) may be needed. (HS.ETS1C.a)	**Science and Engineering Practices Handbook:** Practice 1, Practice 6
Crosscutting Concepts	
CAUSE AND EFFECT Systems can be designed to cause a desired effect.	**Student Edition:** 104, 107, 111, 137, 138, 148
MOTION AND STABILITY: FORCES AND INTERACTIONS HS-PS2-4	
Performance Expectation 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.	**Activity:** Gravitational and Electrostatic Forces, Chapter 20 Section 2

STANDARDS	REFERENCES
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.	**Science and Engineering Practices Handbook:** Practice 5
Connections to Nature of Science Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena • Theories and laws provide explanations in science.	**Science and Engineering Practices Handbook:** Practice 6 **Student Edition:** 8–9
• Laws are statements or descriptions of the relationships among observable phenomena.	**Science and Engineering Practices Handbook:** Practice 6 **Student Edition**: 8–9
Disciplinary Core Ideas	
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 objects not in physical contact. (HS.PS2B.a)	**Student Edition:** 182–185, 190, 196–201, 557–561, 564–567, 570–576, 582–587, 590–595
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. (HS.PS2B.b)	**Student Edition:** 190, 193, 197–201, 570–587, 590–595,653–657, 668–673, 676–679, 683, 694–698, 710–711

STANDARDS	REFERENCES
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.	**Student Edition:** 182-185, 190, 558, 575, 577, 653
MOTION AND STABILITY: FORCES AND INTERACTIONS HS-PS2-5	
Performance Expectation 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. **Clarification Statement** **Physical Science:** Emphasis is on designing and conducting investigations including evaluating simple series and parallel circuits. Qualitative evidence is used to explain the relationship between a current-carrying wire and a magnetic compass. **Physics:** Evidence of changes within a circuit can be represented numerically, graphically, or algebraically using Ohm's law. Emphasis is on designing and conducting investigations using qualitative evidence to determine the relationship between electric current and magnetic fields. Examples of evidence can include movement of a magnetic compass needle when placed in the vicinity of a current-carrying wire, and a magnet passing through a coil that turns on the light of a Faraday flashlight.	**Activity:** Investigate Electromagnetism, Chapter 25 Section 1

STANDARDS	REFERENCES
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.	**Science and Engineering Practices Handbook:** Practice 3
Disciplinary Core Ideas	
TYPES OF INTERACTIONS Forces that act over 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. (HS.PS2B.b)	**Student Edition:** 190, 193,197–201, 570–587, 590–595,653–657, 668–673, 676–679, 683, 694–698, 710–711
DEFINITIONS OF ENERGY “Electrical energy” may mean energy stored in a battery or energy transmitted by electric currents. (HS.PS3A.d)	**Student Edition:** 577–587, 591–595, 598–613, 616–621
Crosscutting Concepts	
CAUSE AND EFFECT Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.	**Student Edition:** 190, 582, 587, 655, 656, 657, 682, 670 #81, 685, 703

STANDARDS	REFERENCES
ENERGY	**HS-PS3-1**
Performance Expectation 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** **Chemistry:** Emphasis is on explaining the meaning of mathematical expressions used in the model. Focus is on basic algebraic expression or computations, systems of two or three components, and thermal energy. **Physics:** Emphasis is on explaining the meaning of mathematical expressions used in the model. Focus is on basic algebraic expression or computations; systems of two or three components; and thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.	**Activity:** Modeling Changes in Energy, Chapter 11 Section 2, Chapter 12 Section 2, Chapter 22, Section 2
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.	**Science and Engineering Practices Handbook:** Practice 5

STANDARDS	REFERENCES
Disciplinary Core Ideas	
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. (HS.PS3A.a)	**Student Edition:** 270, 293–309, 312–317, 322–328, 330–336, 343–345
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. (HS.PS3B.a)	**Student Edition:** 292–293, 301–309, 313–317, 334–336, 577, 634, 684
Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS.PS3B.b)	**Student Edition:** 292–317, 322–329, 334–339, 341–345, 633–634
Mathematical expressions allow the concept of conservation of energy to be used to predict and describe system behavior. These expressions 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 velocity. (HS.PS3B.c)	**Student Edition:** 270, 292–309, 312–317, 383–385
The availability of energy limits what can occur in any system. (HS.PS3B.d)	**Student Edition:** 270
Crosscutting Concepts	
SYSTEMS AND 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.	**Student Edition:** 21, 292, 293, 296, 300, 301, 302,304, 332, 608, 624

STANDARDS	REFERENCES
ENERGY	**HS-PS3-2**
Performance Expectation 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** **Physical Science:** Examples of phenomena at the macroscopic scale could include the conversion of potential energy to kinetic and thermal energy. Examples of models could include diagrams, drawings, descriptions, and computer simulations. **Physics:** Examples of phenomena at the macroscopic scale could include the conversion of potential energy to kinetic and thermal energy, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.	**Activity:** Modeling Energy at Different Scales, Chapter 12 Section 2
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.	**Student Edition:** 300, 301, 306, 332, 608, 620

STANDARDS	REFERENCES
Disciplinary Core Ideas	
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. There is a single quantity called energy. A system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS.PS3A.a)	**Student Edition:** 270, 293–309, 312–317, 322–328, 330–336,343–345
At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS.PS3A.b)	**Student Edition:** 292–300, 310, 312–317, 383, 389
These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (HS.PS3A.c)	**Student Edition:** 190, 292–300, 320–345, 570–595, 598–601, 650–657, 710–719
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.	**Student Edition:** 270, 292–296, 297, 298, 301-302, 303, 304-305, 306, 307, 309, 313-314, 327, 334, 577, 578, 599, 611

STANDARDS	REFERENCES
ENERGY	**HS-PS3-3**
Performance Expectation Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. **Clarification Statement** **Physical Science:** Emphasis is on qualitative evaluations of devices. Constraints could include use of renewable energy forms and efficiency. Emphasis is on devices constructed with teacher approved materials. Examples of devices can be drawn from chemistry or physics clarification statements below. **Chemistry:** Emphasis is on both qualitative and quantitative evaluations of devices. Constraints could include use of renewable energy forms and efficiency. Focus of quantitative evaluations is limited to total output for a given input. Emphasis is on devices constructed with teacher approved materials. Examples of devices in chemistry could include hot/cold packs and batteries. **Physics:** Emphasis is on both qualitative and quantitative evaluations of devices. Constraints could include use of renewable energy forms and efficiency. Focus of quantitative evaluations is limited to total output for a given input. Emphasis is on devices constructed with teacher approved materials. Examples of devices in physics could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and electric motors.	**Activity:** Earth Power, Chapter 11 Section 2
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.	**Science and Engineering Practices Handbook:** Practice 6

STANDARDS	REFERENCES
Disciplinary Core Ideas	
DEFINITIONS OF ENERGY At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS.PS3A.b)	**Student Edition:** 292–300, 310, 312–317, 383, 389
ENERGY IN CHEMICAL PROCESSES Although energy cannot be destroyed, it can be converted to other forms—for example, to thermal energy in the surrounding environment. (HS.PS3D.a)	**Student Edition:** 301–309, 312–317, 339, 343–345
DEFINING AND DELIMITING ENGINEERING PROBLEMS Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (HS.ETS1A.a)	**Science and Engineering Practices Handbook:** Practice 1, Practice 6
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.	**Student Edition:** 270, 292–296, 297, 298, 301-302, 303, 304-305, 306, 307, 308, 309, 311, 313-314, 327, 330-332, 334-336, 577, 578, 599, 611
ENERGY	**HS-PS3-4**
Performance 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** **Physical Science, Physics and Chemistry:** Emphasis is on analyzing data from student investigations and using mathematical thinking appropriate to the subject to describe the energy changes quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.	**Student Edition:** *Launch Lab* 318 *Virtual Investigation* 338

STANDARDS	REFERENCES
Science and Engineering Practices	
Planning and carrying out Investigations: Planning and carrying out investigations to answer questions (science) or test solutions (engineering) 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.	**Student Edition:** 327, 656, 682 **Teacher Essentials:** PPA 197
Disciplinary Core Ideas	
CONSERVATION OF ENERGY AND ENERGY TRANSFER Energy cannot be created or destroyed, but it can be transported from one place to another, transformed into other forms, and transferred between systems. (HS.PS3B.b)	**Student Edition:** 270, 292–296, 297, 298, 301-302, 303, 304-305, 306, 308, 309, 313-314, 327, 334, 577, 578, 599, 611
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). (HS.PS3B.e)	**Student Edition:** 322, 324-325, 337-339, 624
ENERGY IN CHEMICAL PROCESSES AND EVERYDAY LIFE Although energy cannot be destroyed, it can be converted to less useful other forms—for example, to thermal energy in the surrounding environment. (HS.PS3D.a)	**Student Edition:** 334-336, 339
Crosscutting Concepts	
SYSTEMS AND MODELS 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.	**Student Edition:** 326, 327, 608

STANDARDS	REFERENCES
ENERGY	**HS-PS3-5**
Performance Expectation 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** **Physical Science:** Examples of models could include drawings, diagrams, simulations and texts, such as what happens when two charged objects or two magnetic poles are near each other. **Physics:** 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.	**Activity:** Modeling Magnetic Fields, Chapter 24 Section 1
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.	**Science and Engineering Practices Handbook:** Practice 2
Disciplinary Core Ideas	
RELATIONSHIP BETWEEN ENERGY AND FORCES When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS.PS3C.a)	**Student Edition:** 190, 570–595, 598–621, 650–699
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.	**Student Edition:** 326, 327, 329, 331, 334, 572, 573, 577-580, 582, 584, 587, 608, 682, 685, 703

STANDARDS	REFERENCES
WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER HS-PS4-1	
Performance Expectation Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. **Clarification Statement** **Physical Science:** Emphasis is on describing waves both qualitatively and quantitatively. Qualitative focus includes standard repeating waves and transmission/absorption of electromagnetic waves/radiation. **Physics:** Examples of data could include electromagnetic radiation traveling through a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth. Emphasis is on algebraic relationships and describing those relationships qualitatively.	**Activity:** Wave Characteristics, Chapter 14 Section 2
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 or design solutions to describe and/or support claims and/or explanations.	**Science and Engineering Practices Handbook:** Practice 5
Disciplinary Core Ideas	
WAVE PROPERTIES The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (HS.PS4A.a)	**Student Edition:** 391–393, 403–407, 410–412, 419–423, 453–455, 493–499, 711–713

STANDARDS	REFERENCES
Crosscutting Concepts	
CAUSE AND EFFECT Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.	**Student Edition:** 393, 395, 396,399, 413, 415, 417, 469, 475,501
WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER HS-PS4-3	
Performance Expectation 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. Quantum theory is not included.	**Activity:** Is light a wave or a particle?, Chapter 27 Section 1
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 natural and designed worlds. 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.	**Science and Engineering Practices Handbook**: Practice 7
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 and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence.	**Science and Engineering Practices Handbook:** Practice 6 **Student Edition:** 13

STANDARDS	REFERENCES
Disciplinary Core Ideas	
WAVE PROPERTIES 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. (HS.PS4A.b)	**Student Edition:** 395–397, 403–407, 419–426
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. (HS.PS4B.a)	**Student Edition:** 447,453–455, 458–461, 710–713, 728–740, 746–749
Crosscutting Concepts	
SYSTEMS AND MODELS Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions— including energy, matter, and information flows—within and between systems at different scales.	**Student Edition:** 300, 301, 304, 306, 332, 608, 731