



## Grades 9–12

### 3.2.9-12.R Physical Science: Energy

**Students who demonstrate understanding can** *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).*

**Clarifying 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.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p><b>Planning and Carrying Out Investigations</b></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"> <li>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.</li> </ul>	<p><b>Conservation of Energy and Energy Transfer</b></p> <ul style="list-style-type: none"> <li>Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.</li> <li>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).</li> </ul> <p><b>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>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

**Pennsylvania Context:** Examples of Pennsylvania context include but are not limited to the various forms of power generation in Pennsylvania that convert one form of energy to another.

**PA Career Ready Skills:** Establish pro-social relationships to support self and others.



### Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
<b>Agriculture (AFNR)</b>	CS.06.01.01.a: Research and explain the foundational cycles in AFNR (e.g., water cycle, nutrient cycle, carbon cycle, etc.).
<b>Science, Environmental Literacy and Sustainability (NAAEE)</b>	9-12 Strand 2.1.A. Earth's physical systems: Learners describe the major processes and systems that form Earth and relate these processes, especially those that are large-scale and long-term to characteristics of Earth. They explain how changes in one system (hydrosphere, atmosphere, geosphere, and biosphere) result in changes to another. They describe how human sustainability depends on Earth systems.
<b>PA Core Standards: ELA</b>	<p>CC.3.5.9-12.A: Cite specific textual evidence to support analysis of science and technical texts attending to the precise details of explanations or descriptions.</p> <p>CC.3.5.11-12.A: 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.</p> <p>CC.3.6.9-12.F: 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.</p> <p>CC.3.5.9-10.G: 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.</p> <p>CC.3.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CC.3.6.9-10.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.3.6.11-12.G: 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.</p> <p>CC.3.6.9-12.H: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>PA Core Standards and Practices: Math</b>	<p>MP.2: Reason abstractly and quantitatively.</p> <p>MP.4: Model with mathematics.</p>
<b>PA Standards: Social Studies</b>	N/A
<b>Educational Technology (ISTE)</b>	1.4. Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
<b>Technology and Engineering (ITEEA)</b>	STEL-10: Assess how similarities and differences among scientific, mathematical, engineering, and technological knowledge and skills contributed to the design of a product or system.