



**Grades 9–12**

**3.2.9-12.T Physical Science: Waves and Electromagnetic Radiation**

**Students who demonstrate understanding can use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.**

**Clarifying Statement:** Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.

**Assessment Boundary:** Assessment is limited to algebraic relationships and describing those relationships qualitatively.

| Science and Engineering Practices (SEP)  | Disciplinary Core Ideas (DCI)  | Crosscutting Concepts (CCC)   |
|--|--|---|
| <p><b>Using Mathematics and Computational Thinking</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.</li> </ul> | <p><b>PS4.A: Wave Properties</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> | <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</li> </ul> |

**Pennsylvania Context:** N/A

**PA Career Ready Skills:** Select expressive communication strategies specific to context.

**Connections to Other Standards Content and Practices**

| Standard Source  | Possible Connections to Other Standard(s) or Practice(s)  |
|--|---|
| Agriculture (AFNR)   | CS.01.02.01.a: Research technologies used in AFNR systems.  |
| Science, Environmental Literacy and Sustainability (NAAEE) | 9-12 Strand 1.F. Working with models and simulations: Learners create, use, test, and evaluate models to analyze environmental questions, problems, issues, or phenomena. |



| Standard Source                              | Possible Connections to Other Standard(s) or Practice(s)   |
|--|--|
| <b>PA Core Standards: ELA</b>                | 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.<br>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. |
| <b>PA Core Standards and Practices: Math</b> | MP.2: Reason abstractly and quantitatively.<br>MP.4: Model with mathematics.<br>CC.2.2.HS.D.1: Interpret the structure of expressions to represent a quantity in terms of its context.<br>CC.2.2.HS.D.2: Write expressions in equivalent forms to solve problems.<br>CC.2.4.HS.B.5: Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.   |
| <b>PA Standards: Social Studies</b>          | N/A  |
| <b>Educational Technology (ISTE)</b>         | 1.5. Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test 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.   |