



Grades 9–12

3.2.9-12.G Physical Science: Chemical Reactions

Students who demonstrate understanding can use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Clarifying Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.

Assessment Boundary: Assessment does not include complex chemical reactions.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Using Mathematics and Computational Thinking</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"> Use mathematical representations of phenomena to support claims. 	<p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. 	<p>Energy and Matter</p> <ul style="list-style-type: none"> The total amount of energy and matter in closed systems is conserved. <hr/> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes the universe is a vast single system in which basic laws are consistent.

Pennsylvania Context: N/A

PA Career Ready Skills: Advocate for oneself in education, employment, and within the community.

Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.06.01.01.a: Research and explain the foundational cycles in AFNR (e.g., water cycle, nutrient cycle, carbon cycle, etc.).
Science, Environmental Literacy and Sustainability (NAEE)	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.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
PA Core Standards: ELA	N/A
PA Core Standards and Practices: Math	MP.2: Reason abstractly and quantitatively. CC.2.1.HS.F.4; Use units as a way to understand problems and to guide the solution of multistep problems. CC.2.1.HS.F.5: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
PA Standards: Social Studies	N/A
Educational Technology (ISTE)	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.
Technology and Engineering (ITEEA)	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.