



Grades 9–12

3.2.9-12.D Physical Science: Chemical Reactions

Students who demonstrate understanding can *develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.*

Clarifying Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.

Assessment Boundary: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models</p> <p>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 a model based on evidence to illustrate the relationships between systems or between components of a system. 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. 	<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.

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.).



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Science, Environmental Literacy and Sustainability (NAAEE)	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.
PA Core Standards: ELA	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. 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.
PA Core Standards and Practices: Math	MP.4: Model with mathematics. CC.2.1.HS.F.3: Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays. CC.2.1.HS.F.4: Use units as a way to understand problems and to guide the solution of multistep problems.
PA Standards: Social Studies	N/A
Educational Technology (ISTE)	1.6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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.