



**Grades 6–8**

**3.2.6-8.F Physical Science:** Chemical Reactions

**Students who demonstrate understanding can undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.**

**Clarifying Statement:** Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.

**Assessment Boundary:** Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p><b>Constructing Explanations and Designing Solutions</b></p> <p>Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</p> <ul style="list-style-type: none"> <li>Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.</li> </ul>	<p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>Some chemical reactions release energy, others store energy.</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.</li> </ul> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process - that is, some of the characteristics may be incorporated into the new design.</li> <li>The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.</li> </ul>	<p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>The transfer of energy can be tracked as energy flows through a designed or natural system.</li> </ul>

**Pennsylvania Context:** N/A

**PA Career Ready Skills:** Make a decision based upon anticipated consequences.

**Connections to Other Standards Content and Practices**



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
<b>Agriculture (AFNR)</b>	CS.01.02.01.c: Solve problems in AFNR workplaces or scenarios using technology.
<b>Science, Environmental Literacy and Sustainability (NAAEE)</b>	5-8 Strand 3.1.C. Identifying alternative solutions and courses of action: Learners identify and develop action strategies, including design solutions, appropriate for addressing a range of environmental issues at community and regional levels. They describe how their action strategies and design solutions might impact environmental quality and other people now and in the future.
<b>PA Core Standards: ELA</b>	CC.3.5.6-8.C: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. CC.3.6.6-8.F: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.3.5.6-8.G: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>PA Core Standards and Practices: Math</b>	N/A
<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-2M: Differentiate between inputs, processes, outputs, and feedback in technological systems. STEL-7Q: Apply the technology and engineering design process.