

# Fairfield Public Schools Science Curriculum

## Chemistry



## Chemistry: Description

Students in high school continue to develop their understanding of physical science, specifically chemistry. The high school performance expectations in Chemistry build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena. There are three disciplinary core ideas in high school chemistry: 1) Structure and Property of Matter 2) Energy 3) Chemical Reactions. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the chemistry performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; students will use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

**Standards for this course are taken from the Next Generation Science Standards and are of three types:**

**Disciplinary Core Ideas (DCIs):** Shown as content objectives, these standards define what students should know about the most essential ideas in the major science disciplines. The focus is on a limited number of core ideas in science and engineering both within and across the disciplines to avoid the shallow coverage of a large number of topics and to allow more time for teachers and students to explore each idea in greater depth. Reduction of the sheer sum of details to be mastered is intended to give time for students to engage in scientific investigations and argumentation and to achieve depth of understanding of the core ideas presented.

**Science and Engineering Practices (SEP):** These standards enable students to apply the content in the DCI's and the skills of practicing scientists and engineers to explain phenomena and solve real world problems. Engaging in the practices of science helps students understand how scientific knowledge develops; such direct involvement gives them an appreciation of the wide range of approaches that are used to investigate, model, and explain the world. Engaging in the practices of engineering likewise helps students understand the work of engineers, as well as the links between engineering and science.

**Crosscutting Concepts:** These standards provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas. These broad concepts tie together the influence of engineering, technology, and science on society and the natural world.

<http://www.nextgenscience.org/next-generation-science-standards>

# Chemistry

## Enduring Understandings

We can best understand chemical knowledge by observing and representing matter at multiple levels.  
All changes in and interactions of matter are associated with changes in energy.  
Chemical knowledge is, as are all of the sciences, a process and not a finished product.

## Course Essential Questions

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## Course: Year-at-a Glance

Unit	Title	Unit Essential Questions
1	Structure and Properties of Matter	How does the behavior of matter relate to its structure?
2	Periodicity and Bonding	How do scientists use the Periodic Table to predict what happens in chemical reactions?
3	Energy	How is energy transferred and conserved?
4	Chemical Reactions: Conceptual	How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?
5	Chemical Reactions: Quantitative	How does one investigate the mathematical relationships between chemicals and chemical reactions?

# Unit 1: Structure and Properties of Matter

## Overview

In structure and properties of matter, students are expected to develop understanding of the substructure of atoms and to provide more mechanistic explanations of the properties of substances.

## Performance Expectations

**At the conclusion of this unit, students will be able to:**

**HS-PS1-3.** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

**HS-PS1-8.** Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

**HS-PS 2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

## Unit Essential Question

- How can one explain the structure, properties, and interactions of matter?

## Crosscutting Concepts

### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-1),(HS-PS1-2),(HS-PS1-3),(HSPS1- 5)

### Energy and Matter

- In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-PS1-8)

### Structure and Function

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

## NGSS Unit Standards

### **DISCIPLINARY CORE IDEAS (DCI):**

#### **PS1.A: Structure and Properties of Matter**

- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3),(secondary to HS-PS2-6)

#### **PS1.C: Nuclear Processes**

- Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (HSPS1-8)

### **SCIENCE AND ENGINEERING PRACTICES (SEP):**

#### **Patterns**

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-1),(HS-PS1-2),(HS-PS1-3),(HSPS1- 5)

#### **Structure and Function**

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

#### **Developing and Using Models**

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-8)

### **Corresponding CT Core Standards:**

**ELA/Literacy** – RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9 , MP.4, HSN-Q.A.1, HSN-Q.A.2 , HS-PS1-8,HS-PS2-6, HSN-Q.A.3

**Mathematics** –MP.2 , MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

# Unit 2: Periodicity and Bonding

## Overview

Students are able to use the periodic table as a tool to explain and predict the properties of elements. Phenomena involving nuclei are also important to understand, as they explain the formation and abundance of the elements, radioactivity, the release of energy.

## Performance Expectations

**At the conclusion of this unit, students will be able to:**

**HS-PS 1-1.** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

**HS-PS 1-4.** 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.

**HS-PS 2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

## Unit Essential Question

- How do scientists use the Periodic Table to predict what happens in chemical reactions?

## Crosscutting Concepts

### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-1),(HS-PS1-2),(HS-PS1-3),(HSPS1- 5)

### Energy and Matter

- 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. (HS-PS1-4)

### Structure and Function

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

## NGSS Unit Standards

### **DISCIPLINARY CORE IDEAS (DCI):**

#### **PS1.A: Structure and Properties of Matter**

- Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (HS-PS1-1)
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-1), (HS-PS1-2)
- 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. (HS-PS1-4)

### **SCIENCE AND ENGINEERING PRACTICES (SEP):**

#### **Developing and Using Models**

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-4),(HS-PS1-8)
- Use a model to predict the relationships between systems or between components of a system. (HS-PS1-1)

#### **Structure and Function**

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

### **Corresponding CT Core Standards:**

**ELA/Literacy** – RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9 , MP.4, HSN-Q.A.1, HSN-Q.A.2 , HS-PS1-8,HS-PS2-6, HSN-Q.A.3

**Mathematics** – HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3, MP.4

# Unit 3: Energy

## Overview

In Energy of Chemical Systems, students will understand energy as a quantitative property of a system—a property that depends on the motion and interactions of matter within that system. They will also understand that the total change of energy in any system is always equal to the total energy transferred into or out of the system. Students develop an understanding that energy, at both the macroscopic and the atomic scales, can be accounted for as motions of particles or as energy

## Performance Expectations

**At the conclusion of this unit, students will be able to:**

**HS-PS 3-4.** 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).

## Unit Essential Question

- How is energy transferred and conserved?

## Crosscutting Concepts

### Systems and System Models

- 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. (HS-PS3-4)



## NGSS Unit Standards

### **DISCIPLINARY CORE IDEAS (DCI):**

#### **Conservation of Energy and Transfer**

- **PS3.B:** Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1),(HS-PS3-4)
- 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). (HS-PS3-4)

#### **Energy in Chemical Processes:**

- **PS3.D:** Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (HS-PS3-3),(HS-PS3-4)

### **SCIENCE AND ENGINEERING PRACTICES (SEP):**

#### **Planning and Carrying Out Investigations**

- 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. (HS-PS3-4)

### **Corresponding CT Core Standards:**

**ELA/Literacy** – RST.11-12.1, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9, SL.11-12.5, MP.2, MP.4, HSN.Q.A.1, HSN.Q.A.2

**Mathematics** – MP.2, MP.4

# Unit 4 Chemical Reactions: Conceptual

## Overview

Chemical reactions, including rates of reactions and energy changes, can be understood by students at this level in terms of the collisions of molecules and the rearrangements of atoms. Students are also able to apply an understanding of the process of optimization in engineering design to chemical reaction systems.

## Performance Expectations

**At the conclusion of this unit, students will be able to:**

**HS-PS1-2.** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

**HS-PS1-5.** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

**HS-PS1-6.** Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium..

## Unit Essential Questions

- How do substances combine or change (react) to make new substances?
- How does one characterize and explain these reactions and make predictions about them?

## Crosscutting Concepts

### Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-1),(HS-PS1-2),(HS-PS1-3),(HS-PS1-5)

### Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable. (HS-PS1-6)

## NGSS Unit Standards

### **DISCIPLINARY CORE IDEAS (DCI):**

#### **PS1.B: Chemical Reactions**

- 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. (HSPS1-4),(HS-PS1-5)
- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (HS-PS1-6)
- 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. (HS-PS1-2), (HS-PS1-7)

### **SCIENCE AND ENGINEERING PRACTICES (SEP):**

#### **Constructing Explanations and Designing Solutions**

- Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. (HS-PS1-5)
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-PS1-2)
- Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS1-6)

### **Corresponding CT Core Standards:**

**ELA/Literacy** – RST.11-12.1, WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, SL.11-12.5, MP.2, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

**Mathematics** – MP.2, HSN-Q.A.1, HSN-Q.A.3

# Unit 5 Chemical Reactions: Quantitative

## Overview

Chemical reactions and mathematical energy changes can be understood by students at this level by exploring the quantitative relationships between chemicals and relative bond strengths. Students are also able to design processes to optimize yield in chemical reaction systems.

## Performance Expectations

**At the conclusion of this unit, students will be able to:**

**HS-PS 1-7:** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

**HS-PS 1-4:** 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.

## Unit Essential Question

- How does one investigate the mathematical relationships between chemicals and chemical reactions?

## Crosscutting Concepts

### Energy and Matter

- 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. (HS-PS1-4)
- The total amount of energy and matter in closed systems is conserved. (HS-PS1-7)

## NGSS Unit Standards

### **DISCIPLINARY CORE IDEAS (DCI):**

#### **PS1.A. Structure and Properties of Matter**

- 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. (HS-PS1-4)

#### **PS1.B: Chemical Reactions**

- 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. (HS-PS1-4), (HS-PS1-5)
- 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. (HS-PS1-2), (HS-PS1-7)

### **SCIENCE AND ENGINEERING PRACTICES (SEP):**

#### **Developing and Using Models**

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-4),(HS-PS1-8)

#### **Using Mathematics and Computational Thinking**

- Use mathematical representations of phenomena to support claims. (HS-PS1-7)

### **Corresponding CT Core Standards:**

**ELA/Literacy** – RST.11-12.1, WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, SL.11-12.5, MP.2, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

**Mathematics** – MP.2, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3