|  |  |  |
| --- | --- | --- |
| Pre-AICE Physics | | **Standards-Based Education Priority Standards** |
| **11th Grade** | | |
| *Forces and Interactions* | | |
| HS-PS2-1 | Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. | |
| HS-PS2-2 | Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. | |
| HS-PS2-3 | Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. | |
| HS-PS2-4 | Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects. | |
| HS-PS2-5 | Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. | |
| IGSCE | Fluid Mechanics: Understand the concept of hydrostatic pressure, buoyancy, fluid flow continuity, and Bernoulli's equation. Relate pressure to force and area, using appropriate examples. Relate the pressure beneath a liquid surface to depth and density. | |
| *Energy* | | |
| HS-PS3-1 | Create a computational model to calculate the change in energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. | |
| HS-PS3-3 | Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. | |
| HS-PS3-5 | Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. | |
| 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-ESS2-4 | Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate. | |
| *Waves and Their Applications* | | |
| HS-PS4-1 | Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. | |
| HS-PS4-2 | Evaluate questions about the advantages of using a digital transmission and storage of information. | |
| HS-PS4-3 | Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. | |
| HS-PS4-4 | Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. | |
| HS-PS4-5 | Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. | |
| *Earth's Place in the Universe* | | |
| HS-ESS1-1 | Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun’s core to release energy that eventually reaches Earth in the form of radiation. | |
| HS-ESS1-2 | Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. | |
| HS-ESS1-3 | Communicate scientific ideas about the way stars, over their life cycle, produce elements. | |
| HS-ESS1-4 | Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. | |
| HS-ESS3-1 | Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. | |
| HS-ESS3-2 | Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. | |
| HS-ESS3-5 | Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. | |
| *PreAICE Physics Extension* | | |
| PAP-1 | Distinguish between mass and weight. | |
| PAP-2 | Use and understand the use of density to solve problems. | |
| PAP-3 | Distinguish between electrical conductors and insulators, use and describe the use of ammeters, use and calculate electrical problems of emf, current, resistance, potential difference, and electrical work. | |
| PAP-4 | Draw, use and interpret electric circuit diagrams to solve problems. | |
| *Engineering* | | |
| HS-ETS1-1 | Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. | |
| HS-ETS1-2 | Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. | |
| HS-ETS1-3 | Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. | |
| HS-ETS1-4 | Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. | |
| *Literacy in Science* | | |
| **11-12.RST.1** | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. | |
| **11-12.RST.2** | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. | |
| **11-12.RST.3** | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. | |
| **11-12.RST.4** | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. | |
| **11-12.WHST.2** | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. | |
| **11-12.WHST.7** | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| **11-12.WHST.9** | Draw evidence from informational texts to support analysis, reflection, and research. | |