*Unit 6. Equilibrium and Kinetics

Content Area: **Science**
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Unit Summary

Millions of chemical reactions in and around us transform reactants into products, resulting in the absorption or release of energy. Chemical reactions are represented by balanced equations. Collision theory is the key to understanding why some reactions are faster than others. Factors such as reactivity, concentration, temperature, surface area, and catalysts affect the rate of a chemical reaction. Chemical equilibrium is described by an equilibrium constant expression that relates the concentrations of reactants and products. When changes are made to a system at equilibrium the system shifts to a new equilibrium position.

Enduring Understandings

1. The properties of elements determine how atoms and molecules interact.
2. Substances can combine or change (react) to make new substances and predictions can be made of chemical reactions.

Essential Questions

1. How does collision theory explain the processes of a chemical reaction?
2. How are the rate of reactions and energy changes that occur during a chemical reaction be understood in terms of collisions of molecules and the rearrangements of atoms?
3. How does LeChatelier's principle apply to equilibrium systems?
4. How do various factors affect equilibrium?
5. What factors affect the rate of a chemical reaction?

Student Learning Objectives (PE, SEP, DCI, CCC) & Aligned Standards

Performance Expecations

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. [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] [Assessment Boundary: Assessment is limited to chemical reactions involving main group elements and combustion reactions.]

HS-PS1-4. 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. [Clarification 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.]

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. [Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.] [Assessment Boundary: Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.]

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.* [Clarification Statement: Emphasis is on the application of Le Chatlier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.] [Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.]

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.

9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs and aesthetic and ethical considerations and share this information with an appropriate audience.

Science and Engineering Practices

Developing and Using Models

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.

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

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent studentgenerated sources of evidence consistent with scientific ideas, principles, and theories.

- 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)

Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (HS-PS1-6)

Disciplinary Core Ideas

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-PS1-2)
- 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-PS1-2)
- 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)

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)

- 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)

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. (HS-PS1-8,

- Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of materials. HS-ESS1-5)

PS3.D: Energy in Chemical Processes and Everyday life

- Nuclear fusion processes on the center of the sun releases the energy that ultimately reaches Earth as radiation. (HS-ESS1-1)

PS4.B: Electromagnetic Radiation

- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identifications of the presence for an element, even microscopic quantities (HS-ESS1-2)

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-PS1-2, HS-PS1-5)

Energy and Matter
In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-PS1-4)

Systems and System Models
Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows— within and between systems at different scales(HS-PS1-5, HS-PS1-6)

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

Literacy Standards

RST.9-10.7 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. (HS-PS1-2)

RST.11-12.1 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. (HS-PS1-2, HS-PS1-5)

RST.11-12.3: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

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2), (HS-PS1-5)

Concepts & Skills

Concepts and Skills:

Kinetics:

- use collision theory to explain how the rate of a chemical reaction is influenced by the temperature, concentration, particle size of reactants, and catalysts.
- relate the concept of activation energy to the rate of a reaction.
- identify a reaction as exothermic or endothermic using a potential energy diagram

Equilibrium:

- define chemical equilibrium in terms of equal rates of forward and reverse reactions.
- identify a reaction as endothermic or exothermic depending upon the location of the energy term in the chemical equation.
- use LeChatelier's principle to predict the direction in which equilibrium will shift in response to a change in concentration, pressure, volume, or temperature.

Vocabulary:
Vocabulary: Collision theory, reaction rate, activation energy, activated complex, catalyst, Reversible reaction, chemical equilibrium, LeChatelier's principle

Resources

Links to Free and Low Cost Instructional Resources

Note- *The majority ofthe student sense-making experiences found at these links predate the NGSS. Most will need to be modified to include science and engineering practices, disciplinary core ideas, and cross cutting concepts. The EQuIP Rubrics for Science can be used as a blueprint for evaluating and modifying instructional materials.*

- American Association for the Advancement of Science: *http://www.aaas.org/programs*
- American Chemical Society: *http://www.acs.org/content/acs/en/education.html*
- Concord Consortium: Virtual Simulations: *http://concord.org/*
- International Technology and Engineering Educators Association: *http://www.iteaconnect.org/*
- National Earth Science Teachers Association: *http://www.nestanet.org/php/index.php*
- National Science Digital Library: *https://nsdl.oercommons.org/*
- National Science Teachers Association: http://ngss.nsta.org/Classroom-Resources.aspx
- North American Association for Environmental Education: *http://www.naaee.net/*
- Phet: Interactive Simulations *https://phet.colorado.edu/*
- *Science NetLinks: http://www.aaas.org/program/science-netlinks*
- Engineering Design Process Water filtration and water testing: Link 1, teacher guide, Link 2, Link 3, Link 4,

Assessments

Possible Assessment Tasks:

- Practice Worksheets for each section
- Lab: Factors Affecting Reaction Rates
- Reactions & Rates (equilibrium and kinetics simulations) (phet online simulation- Java) https://phet.colorado.edu/en/simulation/legacy/reactions-and-rates
- Lab: LeChatelier

The Science Classroom

This unit of study continues looking at matter and energy, with a focus on weather and climate, carbon cycling, and the cause-and-effect relationships between human activity and Earth's systems. Students will examine causes of variations in the flow of energy into and out of Earth's systems and how climate is affected by these variations. They will also determine how the amount of carbon cycling in Earth's systems has

changed over time, and how humans are influenced by resource availability, natural hazards, and climate change.

Students should develop an understanding of how the foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. They should also examine how cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the Earth. These phenomena cause a cycle of ice ages and other gradual climate changes. Students might conduct research to locate and analyze data sets showing these phenomena.

In order to determine how changes in the atmosphere due to human activity have increased the carbon dioxide concentrations and affected climate, students should look at cycles of differing timescales and their effects on climate. Geoscience data should be used to explain climate change over a wide-range of timescales, including one to ten years: large volcanic eruptions, ocean circulation; ten to hundreds of years: changes in human activity, ocean circulation, solar output; tens of thousands to hundreds of thousands of years: changes to Earth's orbit and the orientation of its axis; and tens of millions to hundreds of millions of years: long-term changes in atmospheric composition. Students might also explore Earth's climate history through an analysis of datasets such as the Keeling Curve or Vostok ice core data.

Students can use a jigsaw activity to examine data for an assigned timescale and event to show cause-and-effect relationships among energy flow into and out of Earth's systems and the resulting in changes in climate.

Students should use models to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. Models should be supported by multiple lines of evidence, and students should use digital media in presentations to enhance understanding. Students might use mathematical models, and they should identify important quantities and map relationships using charts and graphs. Mathematical models should include appropriate units and limitations on measurement should be considered.

Students will continue their study of Earth's systems by examining the history of the atmosphere. Students should research the early atmospheric components and the changes that occurred due to plants and other organisms removing carbon dioxide and releasing oxygen. By studying the carbon cycle, students should revisit the idea that matter and energy within a closed system are conserved among the hydrosphere, atmosphere, geosphere, and biosphere. Students should extend their understanding of how human activity affects the concentration of carbon dioxide in the environment and therefore climate. Students' experiences should include synthesizing information from multiple sources and developing quantitative models based on evidence to describe the cycling of carbon among the ocean, atmosphere, soil, and biosphere.

Students should understand how biogeochemical cycles provide the foundation for living organisms. Once again, students might use a jigsaw activity to illustrate the relationships between these systems. Finally, making a connection to engineering, students will investigate the cause-and-effect relationships between the

interdependence of human activities and Earth's systems. Students should construct an explanation based on evidence for relationships between human activity and changes in climate. Students can revisit the idea of renewable and nonrenewable resources touched upon in unit 4, and further investigate their availability. Examples of key natural resources should include access to fresh water, fertile soil, and high concentrations of minerals and fossil fuels. Students should also examine natural hazards including interior processes (volcanic eruptions and earthquakes); surface processes (tsunamis, mass wasting, and soil erosion); and severe weather (hurricanes, floods, and droughts). Additionally, other geologic events that have driven the development of human history (including populations and migrations) should also be researched. These geologic events include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised. Students must use empirical evidence to identify differences between cause and correlation in the relationship between climate changes and human activity. Students should also use empirical evidence to make claims about causes and effects of these interactions. The influence of major technological systems on modern civilizations should be emphasized. Because all the scientific and engineering practices and crosscutting concepts are necessary for mastery of the scientific content in this unit, it is an opportunity for students to engage in problem solving using the complete engineering design cycle. Research and examination of data to determine relationships between global change and human activity will allow students to identify and analyze a major global challenge.

Students should take into account possible qualitative and quantitative criteria and constraints for solutions and examine the needs of society in response to the identified major global challenge. The students could then design a solution to this real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. They must then evaluate their solution based on prioritized criteria and tradeoffs (e.g., cost, safety, reliability, aesthetics, and possible social, cultural, and environmental impacts). Finally, students might use computer simulations along with mathematics and computational thinking to model the impact of their proposed solution. Their simulation must take into account the numerous criteria and constraints on interactions within and between systems relevant to the problem. For example, major global challenges might include ozone depletion, melting glaciers, rising sea levels, changes in climate and extreme weather, ocean acidification, aerosols and smog, melting permafrost, destruction of rainforests, and biome migration. Some local challenges students might consider include fishing industry quotas vs. economic impact on local fishing fleets (i.e., New Bedford, Galilee, Jerusalem); flood plain construction vs. housing restrictions on ocean beach fronts (i.e., Mantoloking, Seaside Heights); design of possible solutions to retard or prevent further beach erosion; and response to recent flooding in Rhode Island and flood plain restoration.

Integration of engineering -

The standards in this unit do not identify a connection to engineering; however, the nature of the content lends itself to real-world problem identification and solution design, testing, and modification. Students can use their understanding of energy and matter and system interactions from the previous units to guide their thinking about climate change, its effects on humans, the adverse effects of human activities, and potential solutions to contemporary issues regarding climate change. In this unit, students have the opportunity to complete the entire engineering cycle (ETS1-1, ETS1-2, ETS1-3, and ETS1-4) by analyzing a major global challenge related to climate change and human activity, designing and evaluating a possible solution to this problem, and further using a computer simulation to model the impact of the proposed solution.

Connecting with English Language Arts Literacy and Mathematics

English Language Arts/Literacy-

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations describing how variations in the flow of energy into and out of Earth's systems result in changes in climate to enhance understanding of findings, reasoning, and evidence and to add interest.
- Cite specific textual evidence of the availability of natural resources, occurrence of natural hazards, and changes in climate and their influence on human activity.
- Use empirical evidence to write an explanation for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Mathematics-

- Represent symbolically an explanation for how variations in the flow of energy into and out of Earth's systems result in changes in climate, and manipulate the representing symbols. Use symbols to make sense of quantities and relationships about how variations in the flow of energy into and out of Earth's systems result in changes in climate, symbolically and manipulate the representing symbols.
- Use a mathematical model to explain how variations in the flow of energy into and out of Earth's systems result in changes in climate. Identify important quantities in variations in the flow of energy into and out of Earth's systems result in changes in climate and map their relationships using tools. Analyze those relationships mathematically to draw conclusions, reflecting on the results and improving the model if it has not served its purpose.
- Use units as a way to understand problems and to guide the solution of multistep problems about how variations in the flow of energy into and out of Earth's systems result in changes in climate; choose and interpret units consistently in formulas representing how variations in the flow of energy into and out of Earth's systems result in changes in climate; choose and interpret the scale and the origin in graphs and data displays representing how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- Define appropriate quantities for the purpose of descriptive modeling of how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- Represent symbolically the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere, and manipulate the representing symbols. Make sense of quantities and relationships in the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Use a mathematical model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. Identify important quantities in the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere and map their relationships using tools. Analyze those relationships mathematically to draw conclusions, reflecting on the results and improving the model if it has not served its purpose.
- Use units as a way to understand the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere; choose and interpret units consistently in formulas representing the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere; choose and interpret the scale and the origin in graphs and data displays representing the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

- Define appropriate quantities for the purpose of descriptive modeling of the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities showing the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Represent symbolically how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity, and manipulate the representing symbols. Make sense of quantities and relationships among availability of natural resources, occurrence of natural hazards, and changes in climate and their influence on human activity.
- Use units as a way to understand the relationships among availability of natural resources, occurrence of natural hazards, and changes in climate and their influence on human activity. Choose and interpret units consistently in formulas to determine relationships among availability of natural resources, occurrence of natural hazards, and changes in climate and their influence on human activity. Choose and interpret the scale and the origin in graphs and data displays representing relationships among availability of natural resources, occurrence of natural hazards, and changes in climate and their influence on human activity.
- Define appropriate quantities for the purpose of descriptive modeling of relationships among availability of natural resources, occurrence of natural hazards, and changes in climate and their influence on human activity.
- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities showing relationships among availability of natural resources, occurrence of natural hazards, and changes in climate and their influence on human activity.

Modifications

Teacher Note: Teachers identify the modifications that they will use in the unit. The unneeded modifications can then be deleted from the list.

- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.

- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Research on Student Learning

Students of all ages may confuse the ozone layer with the greenhouse effect, and may have a tendency to imagine that all environmentally friendly actions help to solve all environmental problems (for example, that the use of unleaded petrol reduces the risk of global warming). Students have difficulty linking relevant elements of knowledge when explaining the greenhouse effect and may confuse the natural greenhouse effect with the enhancement of that effect.

The idea of energy conservation seems counterintuitive to middle- and high-school students who hold on to the everyday use of the term energy, but teaching heat dissipation ideas at the same time as energy conservation ideas may help alleviate this difficulty. Even after instruction, however, students do not seem to appreciate that energy conservation is a useful way to explain phenomena. A key difficulty students have in understanding conservation appears to derive from not considering the appropriate system and environment. In addition, middle- and high-school students tend to use their conceptualizations of energy to interpret energy conservation ideas. For example, some students interpret the idea that "energy is not created or destroyed" to mean that energy is stored up in the system and can even be released again in its original form. Or, students may believe that no energy remains at the end of a process, but may say that "energy is not lost" because an effect was caused during the process (for example, a weight was lifted). Although teaching approaches which accommodate students' difficulties about energy appear to be more successful than traditional science instruction, the main deficiencies outlined above remain despite these approaches (NSDL, 2015).

Prior Learning

Physical science-

- Substances are made from different types of atoms, which combine with one another in various ways.
- Atoms form molecules that range in size from two to thousands of atoms.
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).

- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
- A system of objects may also contain stored (potential) energy, depending on the objects' relative positions.
- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.
- When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves.
- When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones.

Life science-

- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
- Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth or to release energy.
- Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.
- Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy

are conserved.
- Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.
- Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.
- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.

Earth and space science-

- Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes.
- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.
- Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, and a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and the gravitational movement of denser materials toward the interior.
- The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles.
- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.
- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.
- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land

systems, and this energy's re-radiation into space.
- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
- Resource availability has guided the development of human society.
- All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
- Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations. The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation.
- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts.
- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities.

Connections to Other Courses

Physical science-

- Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those elements with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
- 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.
- 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.
- 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.
- 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.
- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and

thermal energy.

- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases, the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.
- 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).
- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment.

Life science-

- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
- The sugar molecules thus formed contain carbon, hydrogen, and oxygen: Their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
- As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.
- Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.
- Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, the ecosystem may return to its more or less original status (i.e.,

the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.
- Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.

Earth and space sciences-

- Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
- Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.
- The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation.
- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts.
- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities.

References

Adapted from the New Jesery NGSS Science Model Curriclum

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Connections to NJSLS

English Language Arts/Literacy

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e. video, multimedia) in order to address a question or solve a problem. (HS-ETS1-1),(HS-ETS1-3)

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying t corroborating or challenging conclusions with other sources of information. (HS-ETS1-1),(HS-E

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a cohe process, phenomenon, or concept, resolving conflicting information when possible. (HS-ETS1-1)

Mathematics

MP.2 Reason abstractly and quantitatively. (HS-PS1-5),(HS-PS1-7),(HS-ETS1-1),(HS-ETS1-3),(HS-E

MP.4 Model with mathematics. (HS-PS1-4), (HS-ETS1-1),(HS-ETS1-2),(HS-ETS1-3),(HS-ETS1-4)

HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choo consistently in formulas; choose and interpret the scale and the origin in graphs and data displays 5),(HS-PS1-7),(HS-PS1-8)

HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-PS1-4),(HS-PS1-7)

HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. 5),(HS-PS1-7)