

HS-PS4-3

Students who demonstrate understanding can:

- 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. [Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.] [Assessment Boundary: Assessment does not include using quantum theory.]

The performance expectation above was developed using the following elements from *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Engaging in Argument from Evidence Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. <p>Connections to Nature of Science</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment. The science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. 	<p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. 	<p>Systems and System Models</p> <ul style="list-style-type: none"> Models (e.g., physical, mathematical, and computer models) can be used to simulate systems and interactions — including energy, matter and information flows — within and between systems at different scales.

Observable features of the student performance by the end of the course:

1	Identifying the given explanation and associated claims, evidence, and reasoning
a	Students identify the given explanation that is to be supported by the claims, evidence, and reasoning to be evaluated, and that includes the following idea: Electromagnetic radiation can be described either by a wave model or a particle model, and for some situations one model is more useful than the other.
b	Students identify the given claims to be evaluated.
c	Students identify the given evidence to be evaluated, including the following phenomena: <ol style="list-style-type: none"> Interference behavior by electromagnetic radiation; and The photoelectric effect.
d	Students identify the given reasoning to be evaluated.

2	Evaluating given evidence and reasoning
a	Students evaluate the given evidence for interference behavior of electromagnetic radiation to determine how it supports the argument that electromagnetic radiation can be described by a wave model.
b	Students evaluate the phenomenon of the photoelectric effect to determine how it supports the argument that electromagnetic radiation can be described by a particle model.
c	Students evaluate the given claims and reasoning for modeling electromagnetic radiation as both a wave and particle, considering the transfer of energy and information within and between systems, and why for some aspects the wave model is more useful and for other aspects the particle model is more useful to describe the transfer of energy and information.