



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Accelerated Physical Science

Unit title	<i>Properties of Matter</i>	MYP year	3	Unit duration (hrs)	15 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

SPS5. Obtain, evaluate, and communicate information to compare and contrast the phases of matter as they relate to atomic and molecular function.

- a. Ask questions to compare and contrast models depicting the particle arrangement and motion in solids, liquids, gasses, and plasmas.
- b. Plan and carry out investigations to identify the relationships among temperature, pressure, volume, and density of gasses in closed systems. (Clarification statement: Using specific gas laws to perform calculations is beyond the scope of this standard; emphasis should focus on the conceptual understanding of the behavior of gasses rather than calculations.)

SPS7. Obtain, evaluate, and communicate information to explain transformations and flow of energy within a system.

- d. Analyze and interpret data to explain the flow of energy during phase changes using heating/cooling curves.

Prior Student Knowledge: (REFLECTION – PRIOR TO TEACHING THE UNIT)

S4E3. Obtain, evaluate and communicate information to demonstrate the water cycle.

- a. Plan and carry out investigations to observe the flow of energy in water as it changes states from solid (ice) to liquid (water) to gas (water vapor) and changes from gas to liquid to solid.

In fifth grade, students investigate the following:

S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change. a. Plan and carry out investigations of physical changes by manipulating, separating, and mixing dry and liquid materials. b. Construct an argument based on observations to support a claim that physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently. c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced). These students have not been exposed to the 8 th Science GSE that lay the foundation for the high school Physical Science standards.

Concepts/Skills to be Mastered by Students

- Matter
- Structure of atoms and elements
- Thermal Energy
- Gas Laws
- Energy Transformations
- Heating/Cooling Curves

Key Vocabulary: (KNOWLEDGE & SKILLS)

Pure substance, element, compound, homogeneous mixture, heterogeneous mixture, charge, physical properties, chemical properties, physical change, chemical change, density, pressure, volume, temperature, kinetic energy, solid, liquid, gas, plasma, melting point, boiling point, freezing/melting, condensation/evaporation, sublimation, deposition, heating/cooling curves

Year-Long Anchoring Phenomena: (LEARNING PROCESS)

Operation of a car and/or rocket.

Unit Phenomena (LEARNING PROCESS)

What effect does changes in altitude have on the behavior of gasses?

Possible Preconceptions/Misconceptions: (REFLECTION – PRIOR TO TEACHING THE UNIT)

Students may struggle to discern between pure substances: elements, molecules, and compounds. Students often come with a basic understanding of solids, liquids, and gases. Students may have difficulty interpreting the plateaus of heating/cooling curves. Students may struggle to visualize and model the relationship between pressure and volume.

Key concept	Related concept(s)	Global context
<p>Systems and system models (MYP/CCC) Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</p>	<p>Transformation</p>	<p>Scientific and Technical Innovation Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>

Statement of inquiry

Scientific and technical advancements have led to the development of models to make sense of changes in systems.

Inquiry questions

Factual:

What are the differences between solids, liquids, gasses, and plasma?
 What relationships exist between temperature, volume, and pressure?

Conceptual:

How is matter classified? How do physical properties describe matter?
 Why is density a physical property of matter?
 How do physical changes (of state) and chemical changes of matter compare?
 How do the states of matter compare in energy and particle motion?
 How do I interpret graphs of P vs. T, V vs. T, and P vs. V?

Debatable:

Given a scenario, what are some factors that could cause the implosion or explosion of a substance?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Science: Criterion A: Knowing and Understanding i. describe scientific knowledge ii. apply scientific knowledge to solve problems set in familiar and unfamiliar situations	SOI: Scientific and technical advancements have led to the development of models to make sense of changes in systems. Students are required to demonstrate their understanding of SPS5 and SPS7.d., which includes the motion and particle arrangement of solids, liquids, and gasses; the behavior of gasses when certain variables are altered; and the interpretation of heating/cooling curves as a substance changes state, through the completion of a multiple-choice, standards-aligned unit assessment that mimics the GA Milestones. The assessment requires students to analyze and interpret models and graphs in order to identify key scientific concepts as well as the relationships between specific variables.	<p><u>Formative Assessment(s):</u> CFA: States of Matter</p> <p><u>Summative Assessment(s):</u> Properties of Matter Unit Assessment Paper I and Paper II</p>

<p>iii. analyze information to make scientifically supported judgments</p> <p>Criterion B:</p> <p>i. describe a problem or question to be tested by a scientific investigation</p> <p>Criterion C: Processing and Evaluating</p> <p>i. present collected and transformed data</p> <p>ii. interpret data and describe results using scientific reasoning</p> <p>Criterion D: Reflecting on the Impacts of Science</p> <p>iii. apply scientific language effectively</p>		
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Approaches to learning (ATL)

Category: Self-Management
Cluster: Organization
Skill Indicator: Bring necessary equipment and supplies to class.

Learning Experiences
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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<p>SPS5. Obtain, evaluate, and communicate information to compare and contrast the phases of matter as they relate to atomic and molecular function.</p> <p>a. Ask questions to compare and contrast models depicting the particle arrangement and motion in solids, liquids, gasses, and plasmas.</p>	<ul style="list-style-type: none"> States of Matter Project 	<ul style="list-style-type: none"> Discovery Education High School Chemistry Science Techbook NGSS Case Studies for Differentiated Learners Next Generation Science Standards: “All Standards, All Students” Extensions – Enrichment Tasks/Projects
<p>SPS5. Obtain, evaluate, and communicate information to compare and contrast the phases of matter as they relate to atomic and molecular function.</p> <p>b. Plan and carry out investigations to identify the relationships among temperature, pressure, volume, and density of gasses in closed systems.</p>	<ul style="list-style-type: none"> Lab: Elaborating on Gas Laws Using Syringes Gas Laws Scenarios 	<p>All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.</p> <p>Task-Specific Differentiation</p> <ul style="list-style-type: none"> Modeling Graphic Organizers Extended Learning Mode/Method of Presentation Type of Product
<p>SPS7. Obtain, evaluate, and communicate information to explain transformations and flow of energy within a system.</p> <p>d. Analyze and interpret data to explain the flow of energy during phase changes using heating/cooling curves.</p>	<ul style="list-style-type: none"> Analyzing and Interpreting Heating/Cooling Curves 	
Content Resources		
<p>Discovery Education High School Chemistry Science Techbook</p> <p>Holt Science Spectrum Physical Science Textbook</p> <p>PhET: States of Matter; Gases Intro</p> <p>GaDOE Instructional Segment: The Case of the Exploding Chip Bag</p> <p>Boiling Ice Lab Data Set</p>		