Marietta City Schools
2023–2024 District Unit Planner

Accelerated Physical Science

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

**GA DoE 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.

**MCS Gifted Standards:**

- MCS.Gifted.S1A. Formulate thought-provoking questions to guide in depth research.
- MCS.Gifted.S1B. Devise and manage a research plan.
- MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

**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:

**SSP1.** 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 8th 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.

<table>
<thead>
<tr>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
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<tbody>
<tr>
<td>Systems and system models (MYP/CCC)</td>
<td>Transformation</td>
<td>Scientific and Technical Innovation</td>
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</table>

**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.

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

## Inquiry questions

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.
**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?

<table>
<thead>
<tr>
<th>MYP Objectives</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What specific MYP objectives will be addressed during this unit?</strong></td>
<td><strong>Relationship between summative assessment task(s) and statement of inquiry:</strong></td>
</tr>
<tr>
<td>Science:</td>
<td>List of common formative and summative assessments.</td>
</tr>
<tr>
<td>Criterion A: Knowing and Understanding</td>
<td>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 SPSS and SP5.7.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.</td>
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<tr>
<td>i. describe scientific knowledge</td>
<td><strong>Formative Assessment(s):</strong></td>
</tr>
<tr>
<td>ii. apply scientific knowledge to solve problems set in familiar and unfamiliar situations</td>
<td>CFA: States of Matter</td>
</tr>
<tr>
<td>iii. analyze information to make scientifically supported judgments</td>
<td><strong>Summative Assessment(s):</strong></td>
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<tr>
<td>Criterion B:</td>
<td>Properties of Matter Unit Assessment Paper I and Paper II</td>
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i. describe a problem or question to be tested by a scientific investigation
Criterion C: Processing and Evaluating
i. present collected and transformed data
ii. interpret data and describe results using scientific reasoning
Criterion D: Reflecting on the Impacts of Science
iii. apply scientific language effectively

### 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.

<table>
<thead>
<tr>
<th>Objective or Content</th>
<th>Learning Experiences</th>
<th>Personalized Learning and Differentiation</th>
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</table>
| SPSS. 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. | ● States of Matter Project | ● 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 |

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<th>SP55. Obtain, evaluate, and communicate information to compare and contrast the phases of matter as they relate to atomic and molecular function.</th>
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<td>d. Analyze and interpret data to explain the flow of energy during phase changes using heating/cooling curves.</td>
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<tr>
<td>Holt Science Spectrum Physical Science Textbook</td>
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<td>PhET: States of Matter; Gases Intro</td>
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<tr>
<td>GaDOE Instructional Segment: The Case of the Exploding Chip Bag</td>
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<tr>
<td>Boiling Ice Lab Data Set</td>
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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.

Task-Specific Differentiation

- Modeling
- Graphic Organizers
- Extended Learning
- Mode/Method of Presentation
- Type of Product

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