

Science Department Earth's Biophysical Relationships Curriculum

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Effective Date: Fall 2019, Revised July 2021 Climate Change

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science as a way to inform decisions that improve quality of life for themselves, their community, and globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems. The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from first hand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting. (NJDOE, Standards Draft Approval, 2020)

Number of Days Running (approximate)	Unit
September - June	
(56 minute block base)	
45 days	Earth: The Physical Environment and its Inhabitants
45 days	Matter: The Composition of Earth and its Inhabitants
45 days	The Machines of Nature and its Inhabitants
45 days	Energy Cycles of Nature and its Inhabitants

	Unit 1
Earth: The Physical Environment and its Inhabitants	
	Summary and Rationale
Students will participate in interactive lessons that provide opportunities to explore plate tectonics theories and movement, convection currents, paleomagnetism, volcanic formations and hazard, and earthquake activity. Through these investigations, students will have the opportunity to learn about the development of Earth and how predictions can be made about the future by examining where we have been in the past. These explorations will include a thread of the relationship between these processes, living things and how the relationship between the two has evolved through time and how changes in that relationship affects the future.	
Recommended Pacing	
45 days	
Standards	
HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features
HS-ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems
HS-ESS2-3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection

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
HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis

Developing and Using Models

Modeling in 9–12 builds on K–8 experiences 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 world(s).

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS2-1),(HS-ESS2-3),(HS-ESS2-6)
- Use a model to provide mechanistic accounts of phenomena. (HS-ESS2-4)

Planning and Carrying Out Investigations

Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-ESS2-5)

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-ESS2-2)

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.

 Construct an oral and written argument or counter-arguments based on data and evidence. (HS-ESS2-7)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Science knowledge is based on empirical evidence. (HS-ESS2-3)
- Science disciplines share common rules of evidence used to evaluate explanations about natural systems. (HS-ESS2-3)
- Science includes the process of coordinating patterns of evidence with current theory. (HS-ESS2-3)
- Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (HS-ESS2-4)

Disciplinary Core Ideas

ESS1.B: Earth and the Solar System

 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. (secondary to HS-ESS2-4)

ESS2.A: Earth Materials and Systems

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (HS-ESS2-1),(HS-ESS2-2)
- 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, 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 gravitational movement of denser materials toward the interior. (HS-ESS2-3)
- 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. (HS-ESS2-4)
 ESS2.B: Plate Tectonics and Large-Scale

System Interactions

- 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. (HS-ESS2-3)
- 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. (ESS2.B Grade 8 GBF) (HS-ESS2-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

 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. (HS-ESS2-5)

ESS2.D: Weather and Climate

- 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. (HS-ESS2-2)(HS-ESS2-4)
- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (HS-ESS2-6),(HS-ESS2-7)
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (HS-ESS2-6),(HS-ESS2-4)

ESS2.E Biogeology

 The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (HS-ESS2-7)

PS4.A: Wave Properties

 Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (secondary to HS-ESS2-3)

Crosscutting Concepts

Cause and Effect

 Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-ESS2-4)

Energy and Matter

- The total amount of energy and matter in closed systems is conserved. (HS-ESS2-6)
 Energy drives the cycling of matter within and
- between systems. (HS-ESS2-3)

Structure and Function

 The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular

substructures of its various materials. (HS-ESS2-5) Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable. (HS-ESS2-7)
- Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS2-1)
- Feedback (negative or positive) can stabilize or destabilize a system. (HS-ESS2-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

 Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (HS-ESS2-3)

Influence of Engineering, Technology, and Science on Society and the Natural World

 New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ESS2-2)

Interdisciplinary Connections	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
RI.11-12.1 RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Integration of Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment
Career Readiness, Life Literacies and Key Skills	
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
	Suggested Resources/Technology Tools
https://www.s	ustainablejerseyschools.com/resources/resource-library/climate-change-curriculum/
Rock Cycle Ex	ploration Online
Hands-on Rock	Activity NASA
History of the H	Earth Classroom Activity
History of Eart	h Resource
https://nj.pbslea	arningmedia.org/resource/ess05.sci.ess.earthsys.lp_volcanoes/volcanoes/
http://stem-wor	ks.com/subjects/8-earthquakes/activities
https://www.tea	achengineering.org/lessons/view/cub_natdis_lesson03
	Tier 1 Modifications and Accommodations
Including speci	ial education students. Multilingual Language Learners (MLLs), students at risk of school failure, gifted
Including speed	and talented students, and students with 504 plans;
Teachers can needs of indivi	choose from these suggested modifications based upon teaching style, instructional methods and dual students.
General Modil	incations for students strugging to learn:
Control	I the stressors for the student and manage alternate pathways for completion of assignments.
Provide	e feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and
strategy	y. angagement with material by providing opportunities of differentiation, group work and alternative
• Boost assignr	nents/assessments where appropriate.
MLL	
Provide	e additional wait time for student responses to questions to allow students the ability to undergo the process
of trans	slation between languages, composition of response and attempted response.
 Simplifier 	fication of sentence structure and repetition of questions/sentences exactly as stated before trying to
• Rephra	se idioms and teach their meanings as when learning a new language, translations are often very literal.
IE "Tal	ke a stab at it." Ensure students understand what is meant.
• Use dir	ected reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about
the mai	in idea and offer help utilizing key words.
• Allow	the use of Google Translate where appropriate.
G/T	oningual reading texts provided by the STC program.
Utilize differen	tiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:
 interdis 	sciplinary and problem-based assignments with planned scope and sequence
• advanc	e, accelerated, or compacted content
• abstrac	t and advanced higher-level thinking
 allowal assignt 	nee for manyiqual student interests nents geared to development in areas of affect creativity cognition, and research skills
comple	ex, in-depth assignments
 diverse 	enrichment that broadens learning
• variety	in types of resources
• interns	hips, mentorships and independent study where applicable
504/IEP	

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taker or lab assistant
- Group lab assignments
- Use of scribe
- Adjustable tables and lab equipment within reach
- Classrooms, labs and field trips in accessible locations
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Additional time in lab
- Visual and tactile instructional demonstrations
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Tactile drawings and graphs, and three-dimensional models
- Assignments in electronic format
- Large-print handouts, lab signs and equipment labels
- TV monitor connected to microscope to enlarge images
- Computer equipped to enlarge screen characters and images
- Auditory lab warning signals
- Adaptive lab equipment (talking calculators, talking thermometers, light probes, tactile timers)
- Staples on sticks to indicate units of measurement
- Visual warning system for lab emergencies

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- \checkmark Act as a responsible and contributing citizen and employee.
- \checkmark Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- \checkmark Communicate clearly and effectively and with reason.
- \checkmark Consider the environmental social and economic impacts of decisions.
- \checkmark Demonstrate creativity and innovation.
- \checkmark Employ valid and reliable research strategies.
- \checkmark Utilize critical thinking to make sense of problems and persevere in solving them.
- \checkmark Model integrity, ethical leadership, and effective management.
- \checkmark Plan education and career paths aligned to personal goals.
- \checkmark Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

LINKS TO CAREERS:

https://www.dal.ca/academics/programs/undergraduate/earth-sciences/what_can_I_do/career_opportunities.html

Unit 2

Matter: The Composition of Earth and its Inhabitants

Summary and Rationale

In this unit, students will focus on the properties of matter and perform explorations to determine the identity of matter based upon these properties, exploring the composition of humans and the earth. Students will explore topics such as mass, volume, density, phase changes and others related to the characteristics of matter. Concepts from middle school will be reopened and expanded upon, utilizing increased independence in mathematical computation, experimental design and data analysis. There will be a strong threading of life science through this unit and many areas where the studies can be considered biochemical in nature.

Recommended Pacing

45 days

Standards	
MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures
MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed
MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved
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.
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
RI.11-12.1 RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
HSN.Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays

Developing and Using Models

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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),(HS-PS1-
- Use a model to predict the relationships between systems or between components of a system. (HS-PS1-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine

the design accordingly. (HS-PS1-3) Using Mathematics and Computational Thinking Mathematical and computational thinking at the 9 12 level builds on K-8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

Use mathematical representations of

phenomena to support claims. (HS-PS1-7) 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 student-generated sources of evidence consistent with scientific ideas, principles, and theories

- Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. (HS-PS1-5)
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-PS1-2)
- 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)

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-PS1-1)
- 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-PS1-1),(HS-PS1-2)
- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3), (secondary to HS-PS2-6)
- 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 conditiondependent 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),(HS-PS1-7)

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) PS2.B: Types of Interactions

Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (secondary to HS-PS1-1), (secondary to HS-PS1-3)

ETS1.C: Optimizing the Design Solution Criteria may need to be broken down into

simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (secondary to HS-PS1-6)

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-PS1-1),(HS-PS1-2),(HS-PS1-3), (HS-PS1-5)

Energy and Matter

- In nuclear processes, atoms are not conserved. but the total number of protons plus neutrons is conserved. (HS-PS1-8)
- The total amount of energy and matter in closed systems is conserved. (HS-PS1-7)
- Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS1-4)

Stability and Change

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

Connections to Nature of Science

Scientific Knowledge Assumes an Order and **Consistency in Natural Systems**

Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS1-7)

Integration of Technology

8.1

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge

8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment
Career Readine	ss, Life Literacies and Key Skills
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
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Including speci	Tier 1 Modifications and Accommodations ial education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;
Teachers can needs of indivi	choose from these suggested modifications based upon teaching style, instructional methods and dual students.

- General Modifications for students struggling to learn:
 Focus on building relationships in the classroom.
 Control the stressors for the student and manage alternate pathways for completion of assignments.

- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow MLL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual reading texts provided by the STC program.

G/T

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/IEP

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taker or lab assistant
- Group lab assignments
- Use of scribe
- Adjustable tables and lab equipment within reach
- Classrooms, labs and field trips in accessible locations
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Additional time in lab
- Visual and tactile instructional demonstrations
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Tactile drawings and graphs, and three-dimensional models
- Assignments in electronic format
- Large-print handouts, lab signs and equipment labels
- TV monitor connected to microscope to enlarge images
- Computer equipped to enlarge screen characters and images
- Auditory lab warning signals
- Adaptive lab equipment (talking calculators, talking thermometers, light probes, tactile timers)
- Staples on sticks to indicate units of measurement
- Visual warning system for lab emergencies

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- \checkmark Act as a responsible and contributing citizen and employee.
- \checkmark Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- \checkmark Communicate clearly and effectively and with reason.
- \checkmark Consider the environmental social and economic impacts of decisions.
- \checkmark Demonstrate creativity and innovation.
- \checkmark Employ valid and reliable research strategies.
- \checkmark Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership, and effective management.
- \checkmark Plan education and career paths aligned to personal goals.
- \checkmark Use technology to enhance productivity.
- \checkmark Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

LINKS TO CAREERS:

American Chemical Society Careers

Unit 3

The Machines of Nature and its Inhabitants

Summary and Rationale

Students will participate in inquiries that provide opportunities to explore force, work, power, and efficiency; enabling students to begin constructing a knowledge base of their own. Students will have the opportunity to work towards building experimental set ups that examine the topics listed as well as a mathematical understanding of the concepts. Students will be able to apply the concepts of force, work, power and efficiency to real-life scenarios and examples related to the earth and its inhabitants. IE - the mechanics of appendages and systems found in the earth.

Recommended Pacing

45 days

Standards	
HS-PS3-1	Create a computational model to calculate the change in the 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-PS2-2	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
MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object
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-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical and empirical models.

 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS2-5)

Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 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-PS2-1)

Using Mathematics and Computational Thinking Mathematical and computational thinking at the 9–12 level builds on K-8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena
- to describe explanations. (HS-PS2-2),(HS-PS2-4) **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 student-generated sources of evidence consistent with scientific ideas, principles, and theories.

Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects. (HS-PS2-3)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs

Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-PS2-6)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories **Explain Natural Phenomena**

- Theories and laws provide explanations in science. (HS-PS2-1),(HS-PS2-4)
- Laws are statements or descriptions of the relationships among observable phenomena. (HS-PS2-1),(HS-PS2-4)

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (secondary to HS-PS2-6)

PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects. (HS-PS2-1)
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2),(HS-PS2-3)

PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (HS-PS2-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (HS-PS2-4),(HS-PS2-
- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (HS-PS2-6), (secondary to HS-PS1-1),(secondary to HS-PS1-3)

PS3.A: Definitions of Energy

"Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (secondary to HS-PS2-5)

ETS1.A: Defining and Delimiting an Engineering Problem

Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (secondary to HS-PS2-3)

ETS1.C: Optimizing the Design Solution

Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (secondary to HS-PS2-3)

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-PS2-4)

Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS2-1), (HS-PS2-5)
- Systems can be designed to cause a desired effect. (HS-PS2-3)
- Systems and System Models
- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined. (HS-PS2-2)

Structure and Function

Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

Interdisciplinary Connections

NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

RI.11-12.1 RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
HSN.Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays
Integration of T	echnology
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment
Career Readiness, Life Literacies and Key Skills	
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

http://www.scientificjam.com/SCIENCE404WEB/science404web_unit2/7thwebfiles/LAB_levers.pdf http://science-class.net/archive/science-class/Physics/simple machines.htm Simple Machines Activity Resource

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from these suggested modifications based upon teaching style, instructional methods and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow MLL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about • the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual reading texts provided by the STC program.

G/T

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence •
- advance, accelerated, or compacted content •
- abstract and advanced higher-level thinking •
- allowance for individual student interests •
- assignments geared to development in areas of affect, creativity, cognition, and research skills •
- complex, in-depth assignments •
- diverse enrichment that broadens learning •
- variety in types of resources •
- internships, mentorships and independent study where applicable •

504/IEP

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taker or lab assistant •
- Group lab assignments •
- Use of scribe •
- Adjustable tables and lab equipment within reach •
- Classrooms, labs and field trips in accessible locations •
- Additional time and separate room for test taking •
- Additional time for in-class assignments •
- Additional time in lab •
- Visual and tactile instructional demonstrations
- Computer with voice output, spelling and grammar checker

- Seating in the front of the class
- Tactile drawings and graphs, and three-dimensional models
- Assignments in electronic format
- Large-print handouts, lab signs and equipment labels
- TV monitor connected to microscope to enlarge images
- Computer equipped to enlarge screen characters and images
- Auditory lab warning signals
- Adaptive lab equipment (talking calculators, talking thermometers, light probes, tactile timers)
- Staples on sticks to indicate units of measurement
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- \checkmark Apply appropriate academic and technical skills.
- \circ $\;$ Attend to personal health and financial well being.
- \checkmark Communicate clearly and effectively and with reason.
- \checkmark Consider the environmental social and economic impacts of decisions.
- \checkmark Demonstrate creativity and innovation.
- \checkmark Employ valid and reliable research strategies.
- \checkmark Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership, and effective management.
- \checkmark Plan education and career paths aligned to personal goals.
- \checkmark Use technology to enhance productivity.
- \checkmark Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

LINKS TO CAREERS:

https://www.lockheedmartin.com/en-us/news/features/2018/careers-working-with-machines.html https://educatingengineers.com/career-specialties

Unit 4

Energy Cycles of Nature and its Inhabitants

Summary and Rationale

Students will participate in inquiries that provide opportunities to explore energy. Students will begin by isolating each of the concepts above in meaning and definition. They will then progress to mathematical computation and application through building electrical circuits and energy transformation systems. Students will examine energies of heat and electricity as they relate to the earth and its inhabitants. Students will explore the role of energy in life processes as well

and how the relationships of the earth's energy and the energy that its inhabitants have are related to one another and are mutualistic, operating in a close system.

Recommended Pacing		
45 days		
Standards		
HS-PS3-1	Create a computational model to calculate the change in the 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-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)	
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-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*	
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-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	

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 and use a model based on evidence to

 Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS3-2), (HS-PS3-5)

Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS3-4)

Using Mathematics and Computational Thinking Mathematical and computational thinking at the 9– 12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

 Create a computational model or simulation of a phenomenon, designed device, process, or system. (HS-PS3-1)

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 student-generated sources of evidence consistent with scientific ideas, principles, and theories.

 Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS3-3)

Disciplinary Core Ideas

PS3.A: Definitions of Energy

- 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. (HS-PS3-1),(HS-PS3-2)
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS-PS3-2) (HS-PS3-3)
- 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. (HS-PS3-2)

moves across space. (HS-PS3-2) PS3.B: Conservation of Energy and Energy Transfer

- 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. (HS-PS3-1)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1), (HS-PS3-4)
- 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. (HS-PS3-1)
- The availability of energy limits what can occur in any system. (HS-PS3-1)
- 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). (HS-PS3-4)
- PS3.C: Relationship Between Energy and Forces
 When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS-PS3-5)
- PS3.D: Energy in Chemical Processes

 Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (HS-PS3-3),(HS-PS3-4)

ETS1.A: Defining and Delimiting an Engineering Problem

 Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (secondary to HS-PS3-3)

Crosscutting Concepts

Cause and Effect

 Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (HS-PS3-5)

Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (HS-PS3-4)
- Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (HS-PS3-1)

Energy and Matter

- Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS3-3)
- Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (HS-PS3-2)
- Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering and Technology on Society and the Natural World

 Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS3-3)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

 Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS3-1)

Interdisciplinary Connections

NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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https://nj.pbslearningmedia.org/resource/phy03.sci.phys.mfe.lp_electric/electric-circuits/ Lesson Electric Circuits Electricity Lesson Plan School Energy Survey Energy Audit PBS - more than electricity, big picture energy and carbon dioxide emissions

Tier 1 Modifications and Accommodations

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- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
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- diverse enrichment that broadens learning
- variety in types of resources
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504/IEP

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- Additional time for in-class assignments
- Additional time in lab

- Visual and tactile instructional demonstrations
- Computer with voice output, spelling and grammar checker
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LINKS TO CAREERS:

https://www.engineering.unsw.edu.au/electrical-engineering/what-we-do/what-do-electrical-engineers-do