



## Science Department Physics Curriculum

Revised by: Jenna Rubino

Effective Date: Fall 2024, 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 Weeks Running September - June (56 minute block base)	Unit
6 weeks	Mechanics I
6 weeks	Mechanics II
3 weeks	Fluid Mechanics
5 weeks	Thermodynamics
5 weeks	Waves, Sound and Light
5 weeks	Electricity and Magnetism

Unit 1
Mechanics I
Summary and Rationale
<p>In this unit of study, students are expected to <i>plan and conduct investigations, analyze data and using math to support claims, and apply scientific ideas to solve design problems</i> students in order to develop an understanding of ideas related to why some objects keep moving and some objects fall to the ground. Students will also build an understanding of forces and Newton's second law. Finally, they will develop an understanding that the total momentum of a system of objects is conserved when there is no net force on the system. Students are also able to apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. The crosscutting concepts of <i>patterns, cause and effect, and systems and systems models</i> are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate proficiency in <i>planning and conducting investigations, analyzing data and using math to support claims, and applying scientific ideas to solve design problems</i> and to use these practices to demonstrate an understanding of the core ideas.</p> <p>Students plan and conduct investigations and apply scientific ideas to make sense of Newton's law of gravitation and Coulomb's Law. They apply these laws to describe and predict the gravitational and electrostatic forces between objects. The crosscutting concept of <i>patterns</i> is called out as an organizing concept for this disciplinary core idea. Students are expected to demonstrate proficiency in <i>planning and conducting investigations and applying scientific ideas</i> to demonstrate an understanding of core ideas.</p> <p>The disciplinary core idea of <i>Energy</i> is broken down into subcore ideas: <i>definitions of energy, conservation of energy and energy transfer, and the relationship between energy and forces</i>. Energy is understood as a quantitative property of a system that depends on the motion and interactions of matter, and the total change of energy in any system is equal to</p>

the total energy transferred into and out of the system. Students also demonstrate their understanding of engineering principles when they design, build, and refine devices associated with the conversion of energy. The crosscutting concepts of *cause and effect*, *systems and systems models*, *energy and matter*, and *the influence of science, engineering, and technology on society and the natural world* are further developed in the performance expectations. Students are expected to demonstrate proficiency in *developing and using models*, *planning and carrying out investigations*, *using computational thinking and designing solutions*, and they are expected to use these practices to demonstrate understanding of core ideas.

### Recommended Pacing

6 weeks

### Standards

HS-PS2-1	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
HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision
HS-PS2-4	Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
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
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem
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)

**Science and Engineering Practices****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-PS2-5)
- 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**

NJLSA.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
MP.2	Reason abstractly and quantitatively
MP.4	Model with mathematics
HSN.Q.A.1	Use units as a way to understand problems and to guide the solution of mult-istep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
HSN.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
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
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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.PRSENT.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.PRSENT.4).

### 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 any of the suggested modifications below based upon teaching style, learner need and instructional practices.**

**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 NJSL

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

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

*Career Applications and Exploration: Mechanics I*

## Unit 2

### Mechanics II

### Summary and Rationale

Mechanics II builds upon the principles established in Unit I: Mechanics I. The same laws and principles apply but the type of motion studied is circular motion about internal and external axes, and the law of universal gravitation is introduced. Rotational mechanics, gravitational forces, center of mass, gravitational interactions, and satellite motion are included in the unit. As a result, in this unit of study, in addition to applying the laws of Newton and Coulomb, students *use mathematical and computational thinking* to examine the processes governing the workings of the solar system and universe. The crosscutting concepts of *scale, proportion, and quantity* are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate proficiency in *using mathematical and computational thinking* and to use this practice to demonstrate understanding of core ideas.

In application to rotational mechanics, students are expected to *plan and conduct investigations, analyze data and using math to support claims, and apply scientific ideas to solve design problems* students in order to develop an understanding of ideas related to why some objects keep moving and some objects fall to the ground. Students will also build an understanding of forces and Newton's second law. Finally, they will develop an understanding that the total momentum of a system of objects is conserved when there is no net force on the system. Students are also able to apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. The crosscutting concepts of *patterns, cause and effect, and systems and systems models* are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate proficiency in *planning and conducting investigations, analyzing data and using math to support claims, and applying scientific ideas to solve design problems* and to use these practices to demonstrate an understanding of the core ideas.

Students plan and conduct investigations and apply scientific ideas to make sense of Newton's law of gravitation and Coulomb's Law. They apply these laws to describe and predict the gravitational and electrostatic forces between objects. The crosscutting concept of *patterns* is called out as an organizing concept for this disciplinary core idea. Students are expected to demonstrate proficiency in *planning and conducting investigations and applying scientific ideas* to demonstrate an understanding of core ideas.

The disciplinary core idea of *Energy* is broken down into subcore ideas: *definitions of energy, conservation of energy and energy transfer, and the relationship between energy and forces*. Energy is understood as a quantitative property of a system that depends on the motion and interactions of matter, and the total change of energy in any system is equal to the total energy transferred into and out of the system. Students also demonstrate their understanding of engineering principles when they design, build, and refine devices associated with the conversion of energy. The crosscutting concepts of *cause and effect, systems and systems models, energy and matter, and the influence of science, engineering, and technology on society and the natural world* are further developed in the performance expectations. Students are expected to demonstrate proficiency in *developing and using models, planning and carrying out investigations, using computational thinking and designing solutions*, and they are expected to use these practices to demonstrate understanding of core ideas.

### Recommended Pacing



6 weeks

## Standards

HS-PS2-1	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
HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision
HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
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
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem
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-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system

## 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 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)

### 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

NJLSA.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.

NJLSA.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
MP.2	Reason abstractly and quantitatively
MP.4	Model with mathematics
HSN.Q.A.1	Use units as a way to understand problems and to guide the solution of mult-istep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
HSN.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
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., NJLSA.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., NJLSA.W1, 7.1.AL.PRSNT.4).

### 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 any of the suggested modifications below based upon teaching style, learner need and instructional practices.**

**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 NJSL

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

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

*Career Applications and Exploration: Mechanics II*

## Unit 3

### Fluid Mechanics

### Summary and Rationale

The Fluid Mechanics unit introduces students to the behavior of fluids, both at rest and in motion. This unit covers essential concepts including the properties of fluids, the principles governing fluid statics and fluid dynamics, and their practical applications. Through a combination of theoretical lessons, hands-on experiments, problem-solving activities, and real-world case studies, students gain a comprehensive understanding of how fluids behave and the principles that describe their behavior.

Fluid mechanics is a crucial area of physics with numerous applications in engineering, medicine, environmental science, and everyday life. Understanding fluid mechanics helps students comprehend phenomena such as air and water flow, hydraulic systems, and the principles behind various technologies and natural processes.

By the end of this unit, students will be able to:

- Understand and describe the properties of fluids.
- Apply the principles of fluid statics, including pressure and buoyancy.
- Understand and apply the principles of fluid dynamics, including the continuity equation and Bernoulli's principle.
- Solve problems involving fluid flow and pressure.

### Recommended Pacing

3 weeks

### Standards

HS-PS2-1	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
HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
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.
HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

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
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem
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)



## Science and Engineering Practices

### 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-PS2-5)
- 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
MP.2	Reason abstractly and quantitatively
MP.4	Model with mathematics
HSN.Q.A.1	Use units as a way to understand problems and to guide the solution of mult-istep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
HSN.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
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
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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., NJSLA.SL5).
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### Tier 1 Modifications and Accommodations

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**General Modifications for students struggling to learn:**

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- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

**MLL**

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- 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
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- internships, mentorships and independent study where applicable

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:

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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 NJSL

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

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

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#### *LINKS TO CAREERS:*

*Career Applications and Exploration: Fluid Mechanics*

## Unit 4

Energy Studies I: Thermodynamics

### Summary and Rationale

In this unit of study, students *develop and use models, plan and carry out investigations, use computational thinking and design solutions* as they make sense of the disciplinary core idea. The disciplinary core idea of *Energy* is broken down into subcore ideas: *definitions of energy, conservation of energy and energy transfer, and the relationship between energy and forces*. Energy is understood as a quantitative property of a system that depends on the motion and interactions of matter, and the total change of energy in any system is equal to the total energy transferred into and out of the system. Students also demonstrate their understanding of engineering principles when they design, build, and refine devices associated with the conversion of energy. The crosscutting concepts of *cause and effect, systems and systems models, energy and matter, and the influence of science, engineering, and technology on society and the natural world* are further developed in the performance expectations. Students are expected to demonstrate proficiency in *developing and using models, planning and carry out investigations, using computational thinking and designing solutions*, and they are expected to use these practices to demonstrate understanding of core ideas.

This unit accomplishes the tasks above by examining the area of thermodynamics. It encompasses the study of energy transfer in the form of heat. The topics include temperature, phase change, specific heat, thermal expansion, heat engines, and the laws of thermodynamics.

### Recommended Pacing

5 weeks

### Standards

HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
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
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem
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-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> 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.</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> 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.</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Using Mathematics and Computational Thinking</b> 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.</p> <ul style="list-style-type: none"> <li>Create a computational model or simulation of a phenomenon, designed device, process, or system. (HS-PS3-1)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> 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.</p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>PS3.A: Definitions of Energy</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><b>PS3.B: Conservation of Energy and Energy Transfer</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> <li>The availability of energy limits what can occur in any system. (HS-PS3-1)</li> <li>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)</li> </ul> <p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS-PS3-5)</li> </ul> <p><b>PS3.D: Energy in Chemical Processes</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>ETS1.A: Defining and Delimiting an Engineering Problem</b></p> <ul style="list-style-type: none"> <li><u>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)</u></li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Influence of Science, Engineering and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS3-1)</li> </ul>

Interdisciplinary Connections

NJLSA.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.
NJLSA.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.
NJLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
MP.2	Reason abstractly and quantitatively
MP.4	Model with mathematics
HSN.Q.A.1	Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
HSN.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
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.II.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., NJSLA.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., NJSLA.W1, 7.1.AL.PRSNT.4).

### 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 any of the suggested modifications below based upon teaching style, learner need and instructional practices.**

**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 NJSL

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

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

*Career Applications and Exploration: Thermodynamics*



## Unit 5

Energy Studies II: Waves

### Summary and Rationale

In this unit of study, students apply their understanding of how wave properties can be used to transfer information across long distances, store information, and investigate nature on many scales. The crosscutting concept of *cause and effect* is highlighted as an organizing concept for these disciplinary core ideas. Students are expected to demonstrate proficiency in *using mathematical thinking*, and to use this practice to demonstrate an understanding of the core idea. In order to achieve this concept of periodic motion such as vibrations and mechanical waves are learned. The idea of energy transfer without the transfer of matter through waves is introduced. The concepts learned in studying mechanical waves are applied to sound and electromagnetic waves. The properties of electromagnetic waves including color, interference, and geometric optics are also studied as students are able to apply their understanding of wave properties to make sense of how electromagnetic radiation can be used to transfer information across long distances, store information, and be used to investigate nature on many scales. Models of electromagnetic radiation as both a wave of changing electrical and magnetic fields or as particles are developed and used. Students also demonstrate their understanding of engineering ideas by presenting information about how technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. The crosscutting concepts of *systems and system models*; *stability and change*; *interdependence of science, engineering, and technology*; and *influence of engineering, technology, and science on society and the natural world* are highlighted as organizing concepts. Students are expected to demonstrate proficiency in *asking questions, engaging in argument from evidence, and obtaining, evaluating, and communicating information*, and they are expected to use these practices to demonstrate an understanding of the core ideas.

### Recommended Pacing

5 weeks

### Standards

MS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media
HS-PS4-2	Evaluate questions about the advantages of using a digital transmission and storage of information
HS-PS4-3	Evaluate the claims, evidence, and the 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
HS-PS4-4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter
HS-PS4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

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-ETS1-3	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

<p style="text-align: center;"><b>Science and Engineering Practices</b></p> <p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in grades 9–12 builds from grades K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.</p> <ul style="list-style-type: none"> <li>Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (HS-PS4-2)</li> </ul> <p><b>Using Mathematics and Computational Thinking</b> 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.</p> <ul style="list-style-type: none"> <li>Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations. (HS-PS4-1)</li> </ul> <p><b>Engaging in Argument from Evidence</b> 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 natural and designed worlds. Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> <li>Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-PS4-3)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> 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.</p> <ul style="list-style-type: none"> <li>Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible. (HS-PS4-4)</li> <li>Communicate technical information or ideas (e.g. about phenomena and/or 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-PS4-5)</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"> <li>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 and 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. (HS-PS4-3)</li> </ul>	<p style="text-align: center;"><b>Disciplinary Core Ideas</b></p> <p><b>PS3.D: Energy in Chemical Processes</b></p> <ul style="list-style-type: none"> <li>Solar cells are human-made devices that likewise capture the sun’s energy and produce electrical energy. (secondary to HS-PS4-5)</li> </ul> <p><b>PS4.A: Wave Properties</b></p> <ul style="list-style-type: none"> <li>The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (HS-PS4-1)</li> <li>Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (HS-PS4-2),(HS-PS4-5)</li> <li>[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.) (HS-PS4-3)</li> </ul> <p><b>PS4.B: Electromagnetic Radiation</b></p> <ul style="list-style-type: none"> <li>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. (HS-PS4-3)</li> <li>When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (HS-PS4-4)</li> <li>Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (HS-PS4-5)</li> </ul> <p><b>PS4.C: Information Technologies and Instrumentation</b></p> <ul style="list-style-type: none"> <li>Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (HS-PS4-5)</li> </ul>	<p style="text-align: center;"><b>Crosscutting Concepts</b></p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS4-1)</li> <li>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-PS4-4)</li> <li>Systems can be designed to cause a desired effect. (HS-PS4-5)</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>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-PS4-3)</li> </ul> <p><b>Stability and Change</b></p> <ul style="list-style-type: none"> <li>Systems can be designed for greater or lesser stability. (HS-PS4-2)</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>Science and engineering complement each other in the cycle known as research and development (R&amp;D). (HS-PS4-5)</li> </ul> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Modern civilization depends on major technological systems. (HS-PS4-2),(HS-PS4-5)</li> <li>Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS4-2)</li> </ul>
<p style="text-align: center;"><i>Connections to other DCIs in this grade band:</i></p> <p><b>Interdisciplinary Connections</b></p>		
NJLSA.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
MP.2	Reason abstractly and quantitatively
MP.4	Model with mathematics
HSN.Q.A.1	Use units as a way to understand problems and to guide the solution of mult-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
HSN.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
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.II.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., NJSLA.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., NJSLA.W1, 7.1.AL.PRSNT.4).

### 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 any of the suggested modifications below based upon teaching style, learner need and instructional practices.**

**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 NJSL

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

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

*Career Applications and Exploration: Energy and Waves*

## Unit 6

### Electricity and Magnetism

#### Summary and Rationale

In this unit of study, students are able to apply their understanding of wave properties to make sense of how electromagnetic radiation can be used to transfer information across long distances, store information, and be used to investigate nature on many scales. Models of electromagnetic radiation as both a wave of changing electrical and magnetic fields or as particles are developed and used. Students also demonstrate their understanding of engineering ideas by presenting information about how technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. The crosscutting concepts of *systems and system models*; *stability and change*; *interdependence of science, engineering, and technology*; and *influence of engineering, technology, and science on society and the natural world* are highlighted as organizing concepts. Students are expected to demonstrate proficiency in *asking questions, engaging in argument from evidence, and obtaining, evaluating, and communicating information*, and they are expected to use these practices to demonstrate an understanding of the core ideas.

In order to achieve the desired outcomes listed above, this unit focuses on electric and magnetic charges and fields. Topics studied are: origin of electric charges, their interaction with each other, the generation of magnetic fields by moving electric charges, the interactions between moving electric charges and magnetic fields, and the application of these interactions in science and technology.

#### Recommended Pacing

5 weeks

#### Standards

HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
HS-PS4-2	Evaluate questions about the advantages of using a digital transmission and storage of information
HS-PS4-3	Evaluate the claims, evidence, and the 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
HS-PS4-4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter
HS-PS4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.
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-ETS1-3	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

### Science and Engineering Practices

#### Asking Questions and Defining Problems

Asking questions and defining problems in grades 9–12 builds from grades K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (HS-PS4-2)

#### 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 or design solutions to describe and/or support claims and/or explanations. (HS-PS4-1)

#### 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 natural and designed worlds. Arguments may also come from current scientific or historical episodes in science.

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-PS4-3)

#### 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.

- Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible. (HS-PS4-4)
- Communicate technical information or ideas (e.g., about phenomena and/or 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-PS4-5)

#### Connections to Nature of Science

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

- 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 and 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. (HS-PS4-3)

Connections to other DCIs in this grade band:

### Disciplinary Core Ideas

#### PS3.D: Energy in Chemical Processes

- Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (secondary to HS-PS4-5)

#### PS4.A: Wave Properties

- The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (HS-PS4-1)
- Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (HS-PS4-2),(HS-PS4-5)
- [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.) (HS-PS4-3)

#### PS4.B: Electromagnetic Radiation

- 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. (HS-PS4-3)
- When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (HS-PS4-4)
- Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (HS-PS4-5)

#### PS4.C: Information Technologies and Instrumentation

- Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (HS-PS4-5)

### Crosscutting Concepts

#### Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS4-1)
- 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-PS4-4)
- Systems can be designed to cause a desired effect. (HS-PS4-5)

#### 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-PS4-3)

#### Stability and Change

- Systems can be designed for greater or lesser stability. (HS-PS4-2)

#### 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). (HS-PS4-5)

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

- Modern civilization depends on major technological systems. (HS-PS4-2),(HS-PS4-5)
- Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS4-2)

### 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
MP.2	Reason abstractly and quantitatively
MP.4	Model with mathematics
HSN.Q.A.1	Use units as a way to understand problems and to guide the solution of mult-istep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
HSN.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
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).

### 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 any of the suggested modifications below based upon teaching style, learner need and instructional practices.**

**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
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- 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 NJSL

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

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

*Career Applications and Exploration: Electricity and Magnetism*

## Unit 7

Relationships: Physics and our Earth

## Summary and Rationale

In this unit of study, students construct explanations for the scales of time over which Earth processes operate. An important aspect of Earth and space sciences involves making inferences about events in Earth's history based on a data record that is increasingly incomplete the farther one goes back in time. A mathematical analysis of radiometric dating is used to comprehend how absolute ages are obtained for the geologic record. Students develop *models and explanations* for the ways that feedback among different Earth systems controls the appearance of the Earth's surface. Central to this is the tension between internal systems, which are largely responsible for creating land at Earth's surface (e.g., volcanism and mountain building), and the sun-driven surface systems that tear down land through weathering and erosion. Students demonstrate proficiency in *developing and using models, constructing explanations, and engaging in argument from evidence*. The crosscutting concepts of *stability and change, energy and matter, and patterns* are called out as organizing elements of this unit.

## Recommended Pacing

3 weeks

## 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-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

## Science and Engineering Practices

### 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-ESS1-1)

### Using Mathematical and Computational Thinking

Mathematical and computational thinking in 9–12 builds on K–8 experiences 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 or computational representations of phenomena to describe explanations. (HS-ESS1-4)

### 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.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, 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-ESS1-2)
- Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (HS-ESS1-6)

### 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.

- Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments. (HS-ESS1-5)

### Obtaining, Evaluating, and Communicating Information

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

- Communicate scientific ideas (e.g. about phenomena and/or 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-ESS1-3)

#### Connections to Nature of Science

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

- 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 and 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. (HS-ESS1-2),(HS-ESS1-6)
- Models, mechanisms, and explanations collectively serve as tools in the development of a scientific theory. (HS-ESS1-6)

## Disciplinary Core Ideas

### ESS1.A: The Universe and Its Stars

- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (HS-ESS1-1)
- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (HS-ESS1-2),(HS-ESS1-3)
- The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (HS-ESS1-2)
- Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (HS-ESS1-2),(HS-ESS1-3)

### ESS1.B: Earth and the Solar System

- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (HS-ESS1-4)

### ESS1.C: The History of Planet Earth

- 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. (HS-ESS1-5)
- 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. (HS-ESS1-6)

### ESS2.B: Plate Tectonics and Large-Scale System Interactions

- 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. (ESS2.B Grade 8 GBE) (secondary to HS-ESS1-5)

### PS1.C: Nuclear Processes

- Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (secondary to HS-ESS1-5), (secondary to HS-ESS1-6)

### PS3.D: Energy in Chemical Processes and Everyday Life

- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (secondary to HS-ESS1-1)

### PS4.B: Electromagnetic Radiation

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

## Crosscutting Concepts

### Patterns

- Empirical evidence is needed to identify patterns. (HS-ESS1-5)

### Scale, Proportion, and Quantity

- The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (HS-ESS1-1)
- Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (HS-ESS1-4)

### Energy and Matter

- Energy cannot be created or destroyed—only moved between one place and another place, between objects and/or fields, or between systems. (HS-ESS1-2)
- In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-ESS1-3)

### Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable. (HS-ESS1-6)

#### 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-ESS1-2),(HS-ESS1-4)

#### Connections to Nature of Science

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

- Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (HS-ESS1-2)
- Science assumes the universe is a vast single system in which basic laws are consistent. (HS-ESS1-2)

## Interdisciplinary Connections

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End of Unit 6 Assessment: Relationships: Physics and Our Earth

Various Formative Assessments

Unit Benchmarks

### Objectives (SLO)

Students will know:

The timeline of geological processes on Earth.  
 The forces at work within the Earth that result on the visible features on the surface of the Earth.  
 The origins of the forces that move earth's plates and contribute to the Theory of Plate Tectonics.  
 The manner in which rocks and other objects on the Earth can be identified by radioactive decay or absolute dating.  
 The results of actions in one of the Earth's layers and how all of those actions affect one another.

Students will be able to:

Study and develop models to illustrate understanding of the development of sea-floor features.  
 Study and develop models to explain resulting land and sea floor features from both constructive and destructive forces.  
 Understand the role of time in geological processes.  
 Illustrate convection currents and the effect on plate movement using a model that is driven by massive amounts of energy.  
 Evaluate evidence of plate interactions and determination of the age of crustal rocks.

### Suggested Resources/Technology Tools

<https://www.sustainablejerseyschools.com/resources/resource-library/climate-change-curriculum/>

Earth's Geological and Climatic History

Convection Currents Simulator

Plate Tectonics Phet

Volcanoes

Sea Floor Spreading

Earthquakes and the Theory of Plate Tectonics

Mountain Formation

Absolute Dating with MandM's

Radiometric Dating Activity

Air Quality Research

### Tier 1 Modifications and Accommodations

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**Teachers can choose from any of the suggested modifications below based upon teaching style, learner need and instructional practices.**

**General Modifications for students struggling to learn:**

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**MLL**

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**G/T**

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- 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:*

- ✓ Act as a responsible and contributing citizen and employee.
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- ✓ Communicate clearly and effectively and with reason.
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- ✓ Demonstrate creativity and innovation.
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- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership, and effective management.
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- ✓ 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:*

*Career Applications and Exploration: Earth's Processes*