

Unit 2: Matter, Energy, & Change

Essential Questions:

- What would the universe be like if there were no matter? Energy? (what drives the universe?)
- How are energy and matter related?
- Where does energy in the world?
- How and why does matter change?

Enduring Understandings:

1. It's all about the kinetic energy
 - a. (kinetic energy = particles determine behavior)
 - b. (it's all about the KE)
2. Matter is always conserved in physical and chemical changes
 - a. LOOOOO (the particles are always there)
3. Indicators drive change (things change until they can't)
4. Systems seek equilibrium (things change until they can't)
5. Matter do not act as good thermometers (our hands are here)
6. Some changes are physical, some changes are chemical, some changes are huge, some changes are small scale.
7. Objects can possess and transfer energy
8. **Energy is the currency of the universe**

Additional Big Ideas (Depth in Progress):

- What would the universe be like if everything were at a temperature of 0 absolute zero?
- What would the world be like if all the H₂O were now melted?
- Balance an atom, what would the rest of the planet?

Additional Big Ideas (Depth in Progress):

- all matter change
- H₂O makes a molecule
- Chemical and physical are not (things change all the time)
- All matter has change
- In the universe is matter and energy is matter?
- Energy has many forms
- Particles attract and repel
 - They're attracted, but push and repulsion
- Energy drives matter to its state of matter
- Exchange of energy causes exchange of matter
- Chemical and physical are not
- Energy transfers as heat
- In the change, matter and energy change a lot
- Phase changes are a very big deal about
- Induce transformation

Unit 3: Matter & Interactions

Essential Questions:

1. In what ways can matter change? In what ways does it remain the same?
2. What would life be like if we could create and destroy matter?
3. What drives a chemical reaction?
4. How can data, systems, and interactions be modeled?

Enduring Understandings:

as above but

Additional Big Ideas (Depth in Progress):

- Can matter change?
- Why would we want to destroy and regenerate matter?
- How can data be modeled?
- Why are the atoms always there?
- What if we could create or destroy matter?
- Why/How/Change of matter, matter, matter?
- What interactions behavior?

Additional Big Ideas (Depth in Progress):

- Chemical interactions in matter
- When two interactions meet, both change, or both stay the same

Essential Questions Physical Science

**Matthew Bobrowsky, Mikko
Korhonen, Jukka Kohtamäki**



Essential Questions Physical Science:

Understanding by Design Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of Understanding by Design offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike

Essential Questions Jay McTighe, Grant Wiggins, 2013-03-27 What are essential questions and how do they differ from other kinds of questions What's so great about them Why should you design and use essential questions in your classroom Essential questions EQs help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning In the classroom EQs are used to stimulate students' discussions and promote a deeper understanding of the content Whether you are an Understanding by Design UbD devotee or are searching for ways to address standards local or Common Core State Standards in an engaging way Jay McTighe and Grant Wiggins provide practical guidance on how to design initiate and embed inquiry based teaching and learning in your classroom Offering dozens of examples the authors explore the usefulness of EQs in all K-12 content areas including skill based areas such as math PE language instruction and arts education As an important element of their backward design approach to designing curriculum instruction and assessment the authors Give a comprehensive explanation of why EQs are so important Explore seven defining characteristics of EQs Distinguish between topical and overarching questions and their uses Outline the rationale for using EQs as the focal point in creating units of study and Show how to create effective EQs working from sources including standards desired understandings and student misconceptions Using essential questions can be challenging for both teachers and students and this book provides guidance through practical and proven processes as well as suggested response strategies to encourage student engagement Finally

you will learn how to create a culture of inquiry so that all members of the educational community students teachers and administrators benefit from the increased rigor and deepened understanding that emerge when essential questions become a guiding force for learners of all ages Essentials of Chemical Education Hans-Dieter Barke,Günther Harsch,Siegbert Schmid,2011-10-28 For everybody teaching chemistry or becoming a chemistry teacher the authors provide a practice oriented overview with numerous examples from current chemical education including experiments models and exercises as well as relevant results from research on learning and teaching With their proven concept the authors cover classical topics of chemical education as well as modern topics such as every day life chemistry student s misconceptions the use of media or the challenges of motivation This is the completely revised and updated English edition of a highly successful German title

Basic Questions in Paleontology Otto H. Schindewolf,1993 Now available in English for the first time Basic Questions in Paleontology is a landmark work in twentieth century evolution and paleontology Originally published in German in 1950 Schindewolf s book was highly controversial for its thoroughgoing anti Darwinism but today his ideas are remarkably relevant to current research in evolutionary biology This book would rank number one on my list of items awaiting translation from the history of twentieth century evolutionary theory Stephen Jay Gould **Essential Results in Chemical Physics and Physical Chemistry** Alexander N. Goloshchapov,Gennadiĭ Efremovich Zaikov,Vladimir Viktorovich Ivanov,2005 The contents included in this book are Preface Spin Probes for the Study of Intact and Cancer Cell Membranes Sulphur as a Stabiliser of Polyvinylchloride Universality of Free Energies Linearity Principle in Solution Chemistry The KBr Action on the rate of H₂O₂ Decomposition in Alkaline Medium Fireproof Materials containing Nanostructures Principles of Formation Fireproof Intumescent Coating Foamcoke Structure Regulation by Carbon Metal containing Nanostructures Upholstery Fire Barriers based on Natural Fibres Structural Criterion on Change of a Kinetic Curves Type in the Process of a Thermooxidative Degradation and Alternative View at the Universe It also includes Effect of the Cationic Polyelectrolyte Molecular Mass on the Flocculation Kinetics and the Efficiency of Polymer Precipitation from Latexes Co polymers with Cyclic Fragments in Dimethylsiloxane Backbone O Fractal Physics of the Polycondensation Processes The Problem of Structural Physical Organisation of Polymeric Non Crystalline Phase and Physical and Semi Empirical Methods of Solvent Influence on Solute Behaviour Using Physical Science Gadgets and Gizmos, Grades 6-8 Matthew Bobrowsky,Mikko Korhonen,Jukka Kohtamäki ,2014-04-01 What student or teacher can resist the chance to experiment with Rocket Launchers Sound Pipes Drinking Birds Dropper Poppers and more The 35 experiments in Using Physical Science Gadgets and Gizmos Grades 6 8 cover topics including pressure and force thermodynamics energy light and color resonance and buoyancy The authors say there are three good reasons to buy this book 1 To improve your students thinking skills and problem solving abilities 2 To get easy to perform experiments that engage students in the topic 3 To make your physics lessons waaaaay more cool The phenomenon based learning PBL approach used by the authors two Finnish teachers and a U S professor is as

educational as the experiments are attention grabbing Instead of putting the theory before the application PBL encourages students to first experience how the gadgets work and then grow curious enough to find out why Students engage in the activities not as a task to be completed but as exploration and discovery The idea is to help your students go beyond simply memorizing physical science facts Using Physical Science Gadgets and Gizmos can help them learn broader concepts useful thinking skills and science and engineering practices as defined by the Next Generation Science Standards And thanks to those Sound Pipes and Dropper Poppers both your students and you will have some serious fun For more information about hands on materials for Using Physical Science Gadgets and Gizmos books visit Arbor Scientific at <http://www.arborsci.com> nsta kit middle school

Basic Questions of Philosophy Martin Heidegger, 1994-06-22 This excellent translation presents Heidegger's mature thought on the essence of Truth as he was writing his major work Contributions to Philosophy Library Journal This is the first English translation of a lecture course Martin Heidegger presented at the University of Freiburg in 1937-1938 Heidegger's task here is to reassert the question of the essence of truth not as a problem or as a matter of logic but precisely as a genuine philosophical question in fact the one basic question of philosophy Thus this course is about the essence of truth as well as the essence of philosophy itself On both sides Heidegger draws extensively upon the ancient Greeks on their understanding of truth as *aletheia* and their determination of the beginning of philosophy as the disposition of wonder In addition these lectures were presented at the time that Heidegger was composing his second magnum opus *Beiträge zur Philosophie* and provide the single best introduction to that complex and crucial text

How We Teach Science John L. Rudolph, 2019-06-01 A former Wisconsin high school science teacher makes the case that how and why we teach science matters especially now that its legitimacy is under attack Why teach science The answer to that question will determine how it is taught Yet despite the enduring belief in this country that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process Nearly all of the basic knowledge we have about the world is rock solid The science we teach in high schools in particular laws of motion the structure of the atom cell division DNA replication the universal speed limit of light is accepted as the way nature works Everyone also agrees that students and the public more generally should understand the methods used to gain this knowledge But what exactly is the scientific method Ever since the late 1800s scientists and science educators have grappled with that question Through the years they've advanced an assortment of strategies ranging from the laboratory method to the five step method to science as inquiry to no method at all How We Teach Science reveals that each strategy was influenced by the intellectual cultural and political circumstances of the time In some eras learning about experimentation and scientific inquiry was seen to contribute to an individual's intellectual and moral improvement while in others it was viewed as a way to minimize public interference in institutional science John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and ultimately determine how science is perceived and received

by the public

Approaches and Strategies in Next Generation Science Learning Khine, Myint Swe, 2013-01-31

Approaches and Strategies in Next Generation Science Learning examines the challenges involved in the development of modern curriculum models teaching strategies and assessments in science education in order to prepare future students in the 21st century economies This comprehensive collection of research brings together science educators researchers and administrators interested in enhancing the teaching and learning of next generation science

Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them **Resources for Teaching Middle School Science** developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of **Resources for Teaching Elementary School Science** the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind **Resources for Teaching Middle School Science** will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

A New Science Strategy for Space Astronomy and Astrophysics National Research Council, Division on Engineering and Physical

Sciences, Commission on Physical Sciences, Mathematics, and Applications, Board on Physics and Astronomy, Space Studies Board, Committee on Astronomy and Astrophysics, 1997-07-06 **Linking Picture Book Biographies to National**

Content Standards Liz Deskins, Christina H. Dorr, 2015-11-23 Presenting beautifully illustrated picture book biographies this book pairs narrative nonfiction biographies rich in language and illustrations with national content standards in the social studies science and the arts The current focus on promoting nonfiction reading at all ages has brought to attention the value of narrative nonfiction in the form of new picture book biographies But which of the thousands of these types of titles will have maximum teaching impact and be interesting to students This book identifies the best of the best in new picture book biographies that are rich in language and illustrations and best support national content standards in science social studies and the arts Written by authors with a combined experience of more than 50 years in teaching as well as extensive knowledge of children's literature and the review of such books the book provides in a single resource the best in recently published picture book biographies that rely on primary and secondary sources the best in storytelling styles and the most engaging illustrations The unit and lesson ideas within can be used as is or modified as needed The selected biographies enable connections between the stories of individuals lives in history and required areas of study **Scientific and**

Technical Aerospace Reports, 1981 Lists citations with abstracts for aerospace related reports obtained from world wide sources and announces documents that have recently been entered into the NASA Scientific and Technical Information Database *Commerce, Justice, Science, and Related Agencies Appropriations for 2009* United States. Congress. House.

Committee on Appropriations. Subcommittee on Commerce, Justice, Science, and Related Agencies, 2008 **California Science**, 2008 Science stimulates curiosity and student inquiry integrates powerful support for reading and science literacy reaches all learners through numerous components and strategies for differentiated instruction reinforces learning through exciting visuals and electronic components and makes teaching science easy with a variety of teacher resources

"Unwrapping" the Standards Larry Ainsworth, 2003 A step by step process to understand what each standard is requiring a student to know and be able to do **Kant's Theory of Natural Science** Peter Plaass, 2012-12-06 Plaass's treatise stood at the beginning of a renewed wave of scholarship regarding Kant's Metaphysical Foundations of Natural Science MF Plaass argues that the MF represents an integral step in Kant's development between the two editions of the Critique of Pure Reason The MF repeats the Copernican turn using the conditions of subjectivity to derive the metaphysical determinations of matter as the object of natural science with the new method called metaphysical construction which simultaneously grounds the mathematizability of physics The translators provide background and analysis of Plaass's work extend it to include the body of the MF and offer a variation on the analysis of the relationship between mathematics and metaphysics in the MF They discuss its relevance for contemporary paradigm dependency approaches to the philosophy of science and for philosophical hermeneutics The book will be of interest to Kant specialists as well as to students of the philosophy of science

in general **Revival: Religion and the Sciences of Life (1934)** McDougall William, 2018-03-29 In author's own words In selecting these essays I have been guided partly by the desire to present matter likely to be of interest to the general reader but also I have aimed at a certain unity of topic and argument a unity indicated by the title of the volume A brief summary may help the reader to grasp that unity and to follow the somewhat scattered argument Man I contend is more than a machine and more than a mirror that reflects the world about him He is an active being with power to direct his strivings towards ideal goals and there is ground for belief that those goals are neither wholly illusory nor wholly unattainable There is no novelty about this view but there is novelty in the argument by which the conclusion is reached The same view has been propounded a thousand times by that form of wishful thinking which is commonly called philosophical In this case the conclusion has been forced by the pressure of the evidence during more than forty years of cold and sceptical inquiry The process is indicated in briefest outline in the first three essays of this volume Any reader who may desire to follow the process in more detail may turn to my various published works more especially to my *Body and Mind* which remains pivotal for all my later thinking *The Structure of Physics* Carl F. von Weizsäcker, 2007-01-15 Carl Friedrich von Weizsäcker's *Aufbau der Physik* first published in 1985 was intended as an overview of his lifelong concern an understanding of the unity of physics That is the idea of a quantum theory of binary alternatives the so called *ur* theory a unified quantum theoretical framework in which spinorial symmetry groups are considered to give rise to the structure of space and time The book saw numerous reprints but it was published in German only The present edition in English provides a newly arranged and revised version in which some original chapters and sections have been deleted and a new chapter about further insights and results of *ur* theoretic research of the late 1980's and 1990's mainly by the work of Thomas G. rnitz has been included as well as a general introduction to Weizsäcker's *Philosophy of Physics* Carl Friedrich von Weizsäcker also enjoys high esteem by a much broader audience for his socio cultural political and religious thoughts and writings In him the intercultural and interdisciplinary dialogue has found one of its most important proponents a great thinker who combines the perspectives of science philosophy religion and politics with a view towards the challenges as well as the responsibilities of our time Original title *Aufbau der Physik* Carl Friedrich von Weizsäcker Carl Hanser Verlag München Wien 1985 **Quranic Sciences** Afzalur Rahman, 1981-01-01 This book introduces everyone to the wealth of knowledge that sprang from the teaching of the Quran and influenced human studies and culture in diverse ways that has led to scientific inventions and growth of knowledge in the Muslim world between the 7th and 14th centuries and brought about the Renaissance in Europe and introduced the Europeans to the fundamental elements i.e knowledge inquiry reason and freedom which opened the door for modern scientific inventions This book establishes that Quran and science are two aspects of the same truth and there is no contradiction between them The first revelation of the Quran inspired the Prophet of Islam to acquire knowledge and emphasised the importance of learning in human life 96:1-5 It also advised him to pray to Allah for increase in knowledge 20

114 According to the Quran only men of knowledge really fear Allah most 35 28 because they observe and see Signs and Attributes of Allah both in the Qur an and in the material universe They reflect think and understand the parables of the Quran and His manifestations all around them and draw right and beneficial conclusions from them 29 43 The Quran makes it absolutely clear that the whole material structure is full of His Signs but only men of knowledge observe them and understand them It invites them to meditate on it 4 82 and on His creation The Quran introduces new dimensions into the study of religion and its philosophy and seeks to bring men of knowledge scientists closer to Allah through the study of His Attributes and manifestations in the material world We hope and pray this introductory study of the Qur an as a science will initiate and encourage investigation and research in this direction and lead to the revival of scientific knowledge as it did in the early period of the Islamic history

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