

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 methane?
- 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 evidence of matter and energy is matter?
- Energy has many forms
 - Higher attraction, but not and separation
- Energy characteristics in the universe
- Exchange of energy across exchange interaction
- Various matter are relative forms
- Energy transfer is fast
- In the change, matter and energy change a lot
- Phase changes are a very fast and slow
- 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 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 the world is up?
- What interactions behavior?

Additional Ideas (Depth in Progress):

- Chemical interactions in the world
- When two interactions meet, both change or better say the same

Essential Questions Physical Science

Clemens Wendtner



Essential Questions Physical Science:

Essential Questions Jay McTighe, Grant Wiggins, 2013-03-27 What are essential questions and how do they differ from other kinds of questions What is 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 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 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 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 *How We Teach Science* John L. Rudolph, 2019-06-01 Despite an enduring belief 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 John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and determine how science is perceived by the public

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

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

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

The continuum of secondary science teacher preparation, 2019-02-18 The mission of the Knowles Science Teaching Foundation KSTF to increase the quantity of high quality high school science and mathematics teachers in United States High Schools calls for a deeper understanding of what it takes to prepare and support successful teachers On September 21 2006 KSTF convened a group of 41 individuals with a broad range of perspectives and expertise to address three essential questions with regard to secondary science teacher preparation What do we know what do we need to find out and what research will help us fill in the gaps Participants were intentionally selected from a diverse cross section of the education community and included teachers educational researchers teacher educators policy specialists and scientists The 41 participants formed 12 working groups and spent two and a half days

addressing the following aspects of teacher preparation recruitment and retention models of secondary science teacher preparation pedagogic preparation including field based experiences methods courses and preparing teachers for diverse populations content preparation in biology chemistry Earth science and physics as well as the nature of science in general induction mentoring Each working group was tasked with synthesizing their discussions and conclusions for the entire group of conference participants and in a written document This volume represents the final outcome of that conference 12 chapters that reflect the work of 40 dedicated scholars and practitioners who share a deep commitment to the pursuit of excellence in the preparation of secondary science teachers

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 **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 **Science in the Wild** Erica L. Colón,2024-09-03 Dive deep into the natural world with this adventure packed collection of investigations that invites kids to explore engaging science questions through hands on discovery Why learn indoors when the wild beckons While classrooms and online platforms are vital nothing beats the interaction of nature and science Science in the Wild isn t just about learning It s a journey to immerse yourself in the natural world satisfying your curiosity with thrilling investigations like these Stardust Seekers Embark on a hunt for micrometeorites space fragments that regularly fall to Earth A Goopy Gathering Use a century old technique to discover nocturnal arthropod species and their unique behaviors in the dark Sweet Sinkholes Build a sinkhole model demonstrating the rapid changes in the Earth s surface Squirmy Decisions Delve into earthworm behavior observing their interactions in different environments Minibeast Mansions Build miniature habitats understanding animal behavior in intricate ecosystems Potato Pitfall Observe creatures that have fallen into your trap of a decomposing potato Through these and other captivating investigations you ll master inquiry skills vital to scientists From manipulating materials and data collection to deciphering the intricate patterns of the wild you ll navigate through real world experiments just like ecologists meteorologists geologists physicists and other specialists Key features include 52 Experiments Engage in more than 50 immersive experiments each designed with an essential question to ignite curiosity and deepen your understanding of the natural world Instructional Photographs Step by step instructional photographs guide you through each experiment ensuring clarity and understanding at every stage Science Breakdown The investigations wrap up with a science overview breaking down each activity s concept and real world context Science for All Explore the vast realm of science across Earth Life and Physical Science investigations offering curious kids opportunities to explore multiple disciplines Wild Connections Each investigation or challenge relates to something truly wild so check out the section labeled Now This Is Wild to see each wild and relevant connection Science In The Wild isn t your average science or nature book it s a gateway to the wilderness waiting to be explored as you engage with your world Join this adventure and prepare to unlock a universe of wonder excitement and learning one that begins as you step out your front door into the WILD **Nanodesign: Some Basic Questions** Wolfram Schommers,2013-11-22 There is no doubt that nanoscience will be the dominant direction for technology in this century and that this science will influence our lives to a large extent as well as open completely new perspectives on all scientific and technological disciplines To be able to produce optimal nanosystems with tailor made properties it is necessary to analyze and construct such systems in advance by

adequate theoretical and computational methods Since we work in nanoscience and nanotechnology at the ultimate level we have to apply the basic laws of physics What methods and tools are relevant here The book gives an answer to this question The background of the theoretical methods and tools is critically discussed and also the world view on which these physical laws are based Such a debate is not only of academic interest but is of highly general concern and this is because we constantly move in nanoscience and nanotechnology between two extreme poles between infinite life and total destruction On the one hand through nanotechnology aging might be soon a fact of the past on the other hand in the nano realm uncontrolled processes could lead to a total destruction of the living conditions on the Earth *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 *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 **"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 **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 Quran 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 Quran 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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