



## Marietta City Schools

### District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

#### Science Grade 8

Unit title	Forces & Motion	MYP year	3	Unit duration (hrs)	20 Hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

#### GSE Standards

##### Standards

**S8P3: Obtain, evaluate, and communicate information about cause and effect relationships between force, mass, and the motion of objects.**

- Analyze and interpret data to identify patterns in the relationships between speed and distance, and velocity and acceleration. (*Clarification statement:* Students should be able to analyze motion graphs, but students should not be expected to calculate velocity or acceleration.)
- Construct an explanation using Newton's Laws of Motion to describe the effects of balanced and unbalanced forces on the motion of an object.
- Construct an argument from evidence to support the claim that the amount of force needed to accelerate an object is proportional to its mass (inertia).

##### Prior Student Knowledge: (REFLECTION – PRIOR TO TEACHING THE UNIT)

In fourth grade, students are expected to:

**S4P3. Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.**

- Plan and carry out an investigation on the effects of balanced and unbalanced forces on an object and communicate the results.

##### Concepts/Skills to be Mastered by Students

- Energy
- Kinetic and Potential
- Force and Motion
- Speed and Distance
- Speed and Acceleration
- Newton's Laws of Motion
- Balanced and Unbalanced Forces

**Key Vocabulary: (KNOWLEDGE & SKILLS)**

displacement, distance, direction, velocity, speed, acceleration, proportional, constant, increasing, decreasing, non-zero, force, balanced, unbalanced, mass, inertia, Newton's 1<sup>st</sup> Law, Newton's 2<sup>nd</sup> Law, Newton's 3<sup>rd</sup> Law, stationary, at rest, gravity, spring scale, friction, applied force, normal force

**Year-Long Anchoring Phenomena: (LEARNING PROCESS)**

Human Need for Energy

**Unit Phenomena (LEARNING PROCESS)**

Modern cars have safety features that absorb kinetic energy in collisions.

How do transportation safety measures relate to Newton's Laws of Motion (seatbelts, runaway truck ramps)?

**Possible Preconceptions/Misconceptions: (REFLECTION – PRIOR TO TEACHING THE UNIT)**

- Students may confuse distance with displacement.
- Students may have trouble interpreting and using distance vs. time and velocity vs. time graphs to determine an object's motion, velocity, and/or acceleration.
- Students may not recognize all of the forces acting on an object, which will influence their prediction of the object's motion.

Key concept	Related concept(s)	Global context
<b>Systems and system models</b>  Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.	Movement (MYP)	<b>Scientific and technical innovation</b>  How the world works: an inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
<b>Statement of inquiry</b>		
Scientific and technical advancements have led to the development of a variety of models that can be used to demonstrate changes in motion due to balanced and unbalanced forces on objects.		
<b>Inquiry questions</b>		

**Factual**

- How do I define speed, distance, velocity, and acceleration?
- What are Newton's Laws of Motion?
- What are some types of forces?
- What are balanced and unbalanced forces?
- What is inertia?

**Conceptual**

- How can I view the relationships between speed and distance, and velocity and acceleration using motion graphs?
- How are force, mass, and acceleration related?
- How can I model the forces acting on an object?
- How can I use Newton's Laws to predict an object's motion?

**Debatable**

- How can Newton's Laws be used to improve safety technology in modes of transportation?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Science A: Knowing and Understanding  I. describe scientific knowledge  Ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  Iii . analyze information to make scientifically supported judgments	SOL: Scientific and technical advancements have led to the development of a variety of models that can be used to demonstrate changes in motion due to balanced and unbalanced forces on objects.  In the unit assessments, students will be required to answer higher-order thinking questions that use data analysis, interpretation, and modeling to demonstrate their understanding of Newton's Laws. Models will include graphs and diagrams. Students will focus on demonstrating their understanding of the relationships between displacement, velocity, and acceleration; force, mass, and acceleration; and action-reaction pairs. Students will also be tasked with completing a claim-evidence-reasoning that answers a question related to an object's motion given the forces acting on the object.	<b><u>Formative Assessment(s):</u></b>  Interpreting Motion Graphs CFA Newton's 1st Law & Free Body Diagram CFA  <b><u>Summative Assessment(s):</u></b>  Motion & Newton's Laws Unit Assessment Paper I and Paper II

<p>Science B: Inquiring and Designing</p> <p>I. describe a problem or question to be tested by a scientific investigation</p> <p>Science C: Processing and Evaluating</p> <p>I. present collected and transformed data</p> <p>li. interpret data and describe results using scientific reasoning</p> <p>Science D: Reflecting on the Impacts of Science</p> <p>I. describe the ways in which science is applied and used to address a specific problem or issue</p> <p>lii. apply scientific language effectively</p>	<p>Additionally, students will engage in hands-on investigations requiring the collection and interpretation of data in moving systems to model and evaluate the relationships between force, mass, acceleration, and inertia, as well as balanced and unbalanced forces.</p>	
Approaches to learning (ATL)		
<p><b>Category:</b> Research</p> <p><b>Cluster:</b> Information Literacy Skills</p> <p><b>Skill Indicator:</b> Collect and analyze data to identify solutions and/or make informed decisions.</p>		

<p style="text-align: center;"><b><u>Learning Experiences</u></b></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>S8P3: Obtain, evaluate, and communicate information about cause and effect relationships between force, mass, and the motion of objects.</b></p> <p>a. Analyze and interpret data to identify patterns in the relationships between speed and distance, and velocity and acceleration. (<i>Clarification statement:</i> Students should be able to analyze motion graphs, but students should not be expected to calculate velocity or acceleration.)</p>	Analyzing and Interpreting Motion Graphs	<ul style="list-style-type: none"> <li>Discovery Education Science Techbook</li> <li>NGSS Case Studies for Differentiated Learners</li> <li>NGSS: All Standards, All Students</li> <li>Extensions - Enrichment Tasks/Projects</li> </ul> <p>All information included by the PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.</p> <p>Task-Specific Differentiation</p> <ul style="list-style-type: none"> <li>Scaffolding</li> <li>Leveled Tasks &amp; Questions</li> <li>Small Groups</li> <li>Mode/Method of Representation/Presentation (text, videos, laboratory investigations, SIMs)</li> </ul>
<p><b>S8P3: Obtain, evaluate, and communicate information about cause and effect relationships between force, mass, and the motion of objects.</b></p> <p>b. Construct an explanation using Newton's Laws of Motion to describe the effects of balanced and unbalanced forces on the motion of an object.</p>	PhET: Forces and Motion: Basics Using Free Body Diagrams to Model Forces Newton's 3 Laws of Motion Choice Board	
<p><b>S8P3: Obtain, evaluate, and communicate information about cause and effect relationships between force, mass, and the motion of objects.</b></p> <p>c. Construct an argument from evidence to support the claim that the amount of force needed to accelerate an object is proportional to its mass (inertia).</p>	Newton's 3 Laws of Motion Choice Board Identifying Forces & Motion in Action/Reaction Pairs (Newton's 3rd Law)	

Content Resources
<p>Discovery Education Science Techbook: Unit 4: Force and Motion</p> <p>-Concept 4.2: Straight Line Motion</p> <p>-Concept 4.3: Interaction of Force and Mass</p> <p>Phet:</p> <p>-Masses and Springs: Basics</p> <p>-Forces and Motion: Basics</p> <p>Mosa Mack: Force &amp; Motion</p> <p>Argument Driven Inquiry in Physical Science</p> <ul style="list-style-type: none"><li>- Lab 8: How Do Changes in Pulling Force Affect the Motion of an Object?</li><li>- Lab 9: Mass and Motion: How Do Changes in the Mass of an Object Affect Its Motion?</li></ul>