

Marietta City Schools

2025–2026 District Unit Planner

Teacher(s)	Cole Phillips	Subject Group and Course	Group 4 - Physics		
Course Part and Topic	Topic D: Fields	SL or HL / Year 1 or 2	SL Year 2	Dates	Late October-January (11 weeks)
Unit Description and Texts		DP Assessment(s) for Unit			
Students will examine how energy is transferred through the electromagnetic force. <ul style="list-style-type: none"> Bowen-Jones, Michael, and David Homer. IB Physics. Oxford: Oxford UP, 2014. Print. 		<ul style="list-style-type: none"> D.1 paper 1 quiz, D.2 paper 1 quiz, D.3 paper 1 quiz, Test (paper 1 + paper 2) 			

INQUIRY: establishing the purpose of the unit
Transfer Goals

List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.

Phenomenon: The planets in our solar system stay in their orbits without being physically restrained

Statement of Inquiry: All types of fields are interacting with and affecting objects in your daily life without coming in contact with said objects.

- Students will calculate the force between two or more charges.
- Students will examine the effects of electric and magnetic fields.
- Students will describe how charged particles move in magnetic fields.

ACTION: teaching and learning through inquiry

Content / Skills / Concepts - Essential Understandings	Learning Process
<p><u>Students will know the following content:</u></p> <ul style="list-style-type: none"> • Charge • Electric field • Electric Field Lines • Coulomb's law • Electric current • Direct (dc) • Potential difference • Circuit diagrams • Kirchoff's circuit laws • Gravity • Gravitational Field Strength • Kinetic Energy • Electric Potential Energy • Power dissipation • Cells • Internal resistance • Secondary cells • Terminal potential difference • Electromotive force (emf) • Magnetic fields • Magnetic force <p><u>Students will develop the following skills:</u></p> <ul style="list-style-type: none"> • Identifying two forms of charge and the direction of the forces between them • Solving problems involving electric fields and Coulomb's law • Calculating work done in an electric field in both joules and electron volts 	<p><i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i></p> <p>Learning experiences and strategies/planning for self-supporting learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Small group/pair work <input checked="" type="checkbox"/> PowerPoint lecture/notes <input checked="" type="checkbox"/> Individual presentations <input type="checkbox"/> Group presentations <input type="checkbox"/> Student lecture/leading <input type="checkbox"/> Interdisciplinary learning <p>Details:</p> <p><i>Students will learn through a combination of presentations, small group work, practice problems, and lab work.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other(s): <i>practice problems, lab work</i> <p>Formative assessment(s):</p> <p><i>Paper 1 quizzes at the end of each subtopic.</i></p>

<ul style="list-style-type: none"> • Identifying sign and nature of charge carriers in a metal • Identifying drift speed of charge carriers • Solving problems using the drift speed equation • Solving problems involving current, potential difference and charge • Investigating one or more of the factors that affect resistance experimentally • Describing the discharge characteristic of a simple cell (variation of terminal potential difference with time) • Identifying the direction of current flow required to recharge a cell • Solving problems involving emf, internal resistance and other electrical quantities • Determining the direction of force on a charge moving in a magnetic field • Determining the direction of force on a current-carrying conductor in a magnetic field • Sketching and interpreting magnetic field patterns • Solve problems involving gravitational potential difference • Describing Kepler's three laws of orbital motion • Sketch gravitational field lines • Solving problems using Newton's universal law of gravitation • Determining the direction of the magnetic field based on current direction • Solving problems involving magnetic forces, fields, current and charges 	
	<p>Summative assessments:</p> <p><i>Topic test consisting of questions from P1, and P2</i></p> <p><i>partial lab report</i></p> <p>Differentiation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Affirm identity - build self-esteem ✓ Value prior knowledge ✓ Scaffold learning

	<p>✓ Extend learning</p> <p>Details:</p> <ul style="list-style-type: none"> ● <i>SWD/504 – Accommodations Provided</i> ● <i>ELL – Reading & Vocabulary Support</i> ● <i>Intervention Support</i> ● <i>Extensions – Enrichment Tasks and Project</i>
--	---

Approaches to Learning (ATL)

Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see [the guide](#).

- ✓ Thinking
- Social
- ✓ Communication
- ✓ Self-management
- Research

Details:

Students will be continuously challenged to develop higher-order thinking skills as they take prior knowledge, combine it with new content, and analyze the data they collected to reach a conclusion.

Students will begin to prepare for the IA and group 4 project.

Students will communicate their findings to their peers in the form of small-group presentations.

Language and Learning	TOK Connections	CAS Connections
<p>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB’s approach to language and learning, please see the guide.</p>	<p>Check the boxes for any explicit TOK connections made during the unit</p>	<p>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the “details” section explaining how students engaged in CAS for this unit.</p>

<ul style="list-style-type: none"> ✓ Activating background knowledge ✓ Scaffolding for new learning ✓ Acquisition of new learning through practice ✓ Demonstrating proficiency <p>Details:</p> <p><i>Concepts throughout topic 5 build into understanding final concepts and labs.</i></p> <p><i>Students will complete practice problems</i></p> <p><i>Students will produce a full scatter plot to determine emf and resistance of a cell with high and low gradients as demonstration of learning.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal and shared knowledge <input type="checkbox"/> Ways of knowing <input type="checkbox"/> Areas of knowledge ✓ The knowledge framework <p>Details:</p> <p>Early scientists identified positive charges as the charge carriers in metals; however, the discovery of the electron led to the introduction of “conventional” current direction. Was this a suitable solution to a major shift in thinking? What role do paradigm shifts play in the progression of scientific knowledge?</p>	<ul style="list-style-type: none"> ✓ Creativity <input type="checkbox"/> Activity <input type="checkbox"/> Service <p>Details:</p> <p><i>Students will actively be carrying out experiments involving electrical circuits. Circuit design will be decided on by each student.</i></p>
<p>Resources</p> <p><i>List and attach (if applicable) any resources used in this unit</i></p>		
<ul style="list-style-type: none"> ● Schoology Course Page ● IB Physics Guide First Assessment 2025 ● Textbook TBD - evaluation of resources ● Van de Lagemaat, R. www.inthinking.net: Andorra la Vella, Andorra, 2019 ● Discovery Education Physics Resources <p>Additional resources from old syllabus</p> <ul style="list-style-type: none"> ● Hodder Study and Revision Guide for the IB Diploma ● Hodder IA Internal Assessment for Physics 		

REFLECTION: considering the planning, process, and impact of the inquiry

What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i>	What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i>	Notes / Changes / Suggestions <i>List any notes, suggestions, or considerations for the future teaching of this unit</i>
<p>Notes sections worked well. Students retained conceptual ideas well, and were able to apply in unfamiliar situations. Summative assessment went well, as I had exposed students to a wide variety of similar questions prior to the exam</p>	<p>Simulation intro to Ohm's Law fell completely flat. We didn't have resistors on hand to physically build the circuits, and the sim didn't get across what I wanted. I also waited too long in this unit to introduce IB style problems. I need to build in problems earlier next year.</p>	<p>As mentioned, build IB style questions earlier in the school year. Though the student did well on the summative assessment, they could have done better if I had started practice earlier. I also need to ensure we have physical resistors on hand to build real circuits. It helps reinforce the visualization of circuits.</p>