

Grade & Course: Physical Science	Topic: Forces and Motion	Duration: S2 7 weeks
Teachers: Physical Science PLC	Kelley Lowd, Dane Holihan	

Georgia Standards and Content:

SPS8. Obtain, evaluate, and communicate information to explain the relationships among force, mass, and motion.

- Plan and carry out an investigation to analyze the motion of an object using mathematical and graphical models. (Clarification statement: Mathematical and graphical models could include distance, displacement, speed, velocity, time and acceleration.)
- Construct an explanation based on experimental evidence to support the claims presented in Newton's three laws of motion. (Clarification statement: Evidence could demonstrate relationships among force, mass, velocity, and acceleration.)
- Analyze and interpret data to identify the relationship between mass and gravitational force for falling objects.
- Use mathematics and computational thinking to identify the relationships between work, mechanical advantage, and simple machines.

Topics to Cover: Part 1: Forces and Motion Part 2: Newton's Laws and Gravity Part 3: Mechanical Advantage

Lesson Content:

Part 1: Forces and Motion

Lesson 1: Motion - velocity/acceleration / distance/displacement

Lesson 2: speed/average speed $s = \text{distance}/\text{time}$ / velocity/average velocity $v = \text{displacement}/\text{time}$ / Acceleration ($a = \frac{V_f - V_i}{t}$)
Graphs- distance/time - velocity/time

Part 2: Newton's Laws and Gravity (Falling objects)

Lesson 3: Newton's Laws (1st, 2nd, 3rd)

Lesson 4: Relationships between mass and gravitational force for falling objects

Part 3: Mechanical Advantage

Lesson 5: Work/Power - (effort/resistance force and displacement) and Simple Machines (lever and inclined plane families)

Narrative / Background Information

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

Units 1-3 Atomic Structure and Nuclear Reactions, Periodic Table, Chemical Bonding and Chemical Reactions, and Atomic & Molecular motion laid the foundation for completion of this unit.

The students rising to 9th grade in Fall 2021 may never have seen the 8th grade science classroom at all.

[Link to GSE 8th Grade Science](#)

These students have not been exposed to the 8th Science GSE that lay the foundation for the high school Physical Science standards.

For this Unit and the ones that follow:

Students will need a basic knowledge of algebra and sometimes working with right triangles.

Basic knowledge of forces and acceleration

Basic $F=ma$ calculation (using triangle method)

Basic overview of Newton's 3 laws

Unit Phenomena (LEARNING PROCESS)

Part1: The swirling motion continues even after you have stopped stirring your coffee or tea.

Part 2: Seatbelts and airbags make use of Newton's Laws to prevent serious injury.

Part 3: Changes in limb posture affect muscle forces by altering the mechanical advantage of the ground reaction force.

Inquiry Statement: Scientific and technological modeling allow for identification of consequences and effects of movement to identify relationships.

Global Context/Exploration:

Personal and cultural expression, Critical literacy, histories of ideas, fields and disciplines; analysis and argument

Science & Engineering Practices:

SEP:

- Construct explanations
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- NOS Connection: Science Models, Laws, and Mechanisms, and Theories Explain Natural Phenomena

**Disciplinary Core Ideas:
(KNOWLEDGE & SKILLS)****PS2.A: Forces and Motion**

• For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first but in the opposite direction (Newton's third law).

• The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change.

• The greater the mass of the object, the greater the force needed to achieve the same change in motion.

• For any given object, a larger force causes a larger change in motion.

• Forces on an object can also change its shape or orientation.

• All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame.

• Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. In any system, total momentum is always conserved.

SPS2.B: Types of Interactions

• Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—for example, Earth and the sun. Long-range gravitational interactions govern the evolution and maintenance of large-scale systems in space, such as galaxies or the solar system, and determine the patterns of motion within those structures.

• When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. For example, when energy is transferred to an Earth-object system as an object is raised, the gravitational field energy of the system increases. This energy

**Crosscutting Concepts:
(KNOWLEDGE & SKILLS)**

Patterns

Cause and Effect

Systems and System models

Key and Related Concepts:

Patterns (CC)

Relationships (MYP)

Systems (CC)

Consequences/Cause and Effect (MYP/CC)

Movement (MYP)

Approaches to Learning (ATLs):**Communication**

I. Communication skills: Exchanging thoughts, messages and information effectively through interaction

- Organize and depict information logically
- Make inferences and draw conclusions

Research

VI. Information literacy skills: Finding, interpreting, judging and creating information

- Collect, record, and verify data
- Practice analyzing and attributing causes for failure

ATL's need to be taught explicitly using a noncontent example then move into using them directly with content.

ATL:

- Communication Skills: Organize and depict information logically
- Thinking Skills: Make inferences and draw conclusions
- Use thinking maps to show students how to organize information [thinking-maps-overview-71525044.jpeg](https://www.pearson.com/learning-technology/9780134568845/atl-approaches-to-learning)
- Provide students with an example of how to make inferences and draw conclusions [Making Inferences & Drawing Conclusions](#)
- Demonstrate how to collect, record and verify data from a very practical easy investigation
- Give students a data set to analyze and then take the steps to determine strengths and weaknesses of the investigation used to collect the data

Thinking

	<p>is released as the object falls; the mechanism of this release is the gravitational force. PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> • “Mechanical energy” generally refers to some combination of motion and stored energy in an operating machine. • Machines are judged as efficient or inefficient based on the amount of energy input needed to perform a particular useful task. Inefficient Machines are those that produce more waste heat while performing a task and thus require more energy input. 	<p>VIII. Critical-thinking skills</p> <ul style="list-style-type: none"> • Analyzing and evaluating issues and ideas • Troubleshoot systems and applications <p>IX. Creative-thinking skills</p> <ul style="list-style-type: none"> • Generating novel ideas and considering new perspectives • Design improvements to existing machines, media and technologies <p>X. Transfer skills</p> <ul style="list-style-type: none"> • Using skills and knowledge in multiple contexts • Combine knowledge, understanding and skills to create products or solutions
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Possible Preconceptions/Misconceptions: (REFLECTION – PRIOR TO TEACHING THE UNIT)

Some of the common ones that you will find include:

Part 1: Forces and Motion

That motion implies force and acceleration is always the direction of motion

Difference between scalar and vector forms of measurements (distance vs displacement, speed vs velocity)

The constant/average velocity equation cannot be used to solve for an instantaneous velocity to substitute into a kinematic equation (involving acceleration).

Meaning of slope of different motion graphs and how to find it. Many students simply divide the final x,y coordinate instead of calculating the slope.

Deceleration should be thought of as a negative acceleration if the initial direction of motion is declared positive. This has large consequences for solving kinematic equations.

Part 2: Newton’s Laws

Newton’s 3rd law causes forces to cancel out making objects not move.

Cannot correctly identify reaction forces.

Identifying Normal Force.

Misconception: Mass and weight are the same thing.

Part 3: Mechanical Advantage

Power is the same as force or work.

How the mechanics of the machine affects the efficiency of the machine

Content/Key Vocabulary: (KNOWLEDGE & SKILLS)

Split the unit into Part 1 Forces and Motion, Part 2 Newton’s Laws, and Part 3 Mechanical Advantage

Part 1 Forces and Motion	Part 2 Newton’s Laws	Part 3 Mechanical Advantage
scalar vector motion displacement distance speed constant speed meters/second average speed instantaneous speed	force Joule (J) Newton (N) unbalanced forces net force normal force friction static friction sliding friction rolling friction gravity	work machine simple machine compound machine efficiency mechanical advantage mechanical disadvantage moment arm parallel force perpendicular force

coordinate systems x- axis y-axis position time 1 dimensional motion distance time graph velocity momentum relative motion velocity acceleration velocity time graphs horizontal motion vertical motion	The Law of Universal Gravitation gravitational field mass weight Newton's 1st law inertia Newton's 2nd law Newton's 3rd law air resistance terminal velocity free fall centripetal force law of conservation of momentum propulsion	applied force horizontal force vertical force lever wheel and axle pulley inclined plane wedge screw input work output work
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These questions are related directly to the key concepts, related concepts, and global context and statement of inquiry. These are taking a step further from the content questions.

Inquiry Questions:

Factual -

- What is the difference between constant velocity, average velocity, and instantaneous velocity?
- What does the slope and area under displacement-time, velocity-time, and acceleration-time graphs mean?
- What is the acceleration of gravity?
- What force attracts all masses together?
- What is Inertia?
- What is equilibrium?

Conceptual –

- When do directions (+, -) need to be assigned?
- How can the fall time of an object be determined?
- How can the stopping distance of a car be determined?
- What is the difference between mass and weight?
- What factors affect the force of friction?

Debatable -

- Who would win a race between a person and a car?
- How can a car be designed to be safer in a collision?

<p>MYP A Unit 5 CSA MYP Criterion D i. explain the ways in which science is applied and used to address a specific problem or issue MYP Criterion A iii. analyse and evaluate information to make scientifically supported judgments.</p>	<p>Formative Assessments: CFA 1 SPS8a Forces and Motion CFA1 - Part 1 CFA 2 SPS8bc CSA SPSabcd</p>	<p>Summative assessment CSA over Parts 1,2,3 Relationship between summative assessment task(s) and statement of inquiry: Students were assessed over the concepts and the relationships of how kinematics can be used to model and interpret the motion of objects.</p>
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Unit Objectives: Obtain, evaluate, and communicate information to explain the relationship among force, mass and motion.

Learning Activities and Experiences	Inquiry & Obtain: (LEARNING PROCESS)	Evaluate: (LEARNING PROCESS)	Communicate: (LEARNING PROCESS)
<p>Part 1: Forces and Motion Lesson 1: Motion: Velocity and Acceleration / distance and displacement</p>	<p>Motion Mapper speedvelocityacceleration Tumble buggies Paper Airplane lab Motion detector graphing activity Google Slides 1D Motion https://docs.google.com/presentation/d/1Hke8BmVkvqPrAej7Q3l80fvzVkolAg3BP1-NyNz9b_8/edit?usp=sharing</p>	<p>Holt Science Spectrum Physical Science Textbook Motion https://drive.google.com/file/d/1NgWilmxR0yMxLmf3A9z6hb3ch0NF0UXG/view?usp=sharing</p>	<p>CER Graphing Practice Lab+Tumble+Buggy Airplane+Velocity+Lab.pdf</p>
<p>Lesson 2: Speed, Velocity, and Acceleration Graphing</p>	<p>Unit 2 Physics in Motion - Videos used with guided notes and practice (student handouts) https://www.gpb.org/physics-in-motion PhET Activity Crash Test Phenomenon Pulling Gs phenomenon</p>	<p>Discovery Education Simulation Calculating safe speed vs. rollover acceleration in turning a car</p>	<p>Presentation forceandmotionhomework</p>
<p>CFA1 Forces and Motion</p>	<p>Schoology AMP Assessment on Forces and Motion</p>	<p>Discovery Education Exploration</p>	<p>Data Dig Discussion</p>

Part 2: Newton's Laws and Gravity (Falling Objects) Lesson 3: Newton's 1st, 2nd, and 3rd Laws	Discovery Education Reading Passage	Forces and Newton's Laws https://drive.google.com/file/d/1-9fuRgdwgeW65CwCvKrQyyO79vU5brlO/view?usp=sharing	
Lesson 4: Relationships between mass and gravitational force for falling objects	cK-12 Activity		CER Parachute Project
CFA2 Newton's Laws and Gravity (Falling Objects)	Schoology AMP Assessment on Newton's Laws and Gravity (Falling Objects)		Data Dig Discussions
Part 3: Mechanical Advantage and Simple Machines Lesson 5: Mechanical Advantage: Work, Power, & Simple Machines	Simple Machines Internet Lab (1)	Work and Energy (Section 1) https://drive.google.com/file/d/10HV3hWx9fHyHlBI8oucRBhVmzvrvvTwh/view?usp=sharing Simple Machines Project	Gallery Walk Feedback
CSA Unit 4 SPS8abcd	Schoology AMP Assessment over Parts 1-3 Cumulative		Data Dig Discussions

Differentiation Strategies:

- Student Choice
- Shared interest centers
- Immediate Feedback with opportunities to re-submit without penalty
- 3D Assessments / Tiered Assessments
- Go Further Activities

Resources (hyperlink to model lessons and/or resources):

Resources are created and shared within the professional learning community (PLC) of all Physical Science Teachers. We collaborate on creating quality learning experiences for all students within the classroom environment.

Unit 4: Google Drive Resources

<https://drive.google.com/drive/folders/1RWDfFooJ5YpOr81CT1iKXUtF3HFS9hhF?usp=sharing>

NGSS Physical Science Framework:

<https://www.nextgenscience.org/sites/default/files/HS%20PS%20topics%20combined%206.12.13.pdf>

Discovery Education: Chemistry Science Techbook

Holt Science Spectrum Physical Science Textbook

Motion

<https://drive.google.com/file/d/1NqWilmxR0yMxLmf3A9z6hb3ch0NF0UXG/view?usp=sharing>

Forces and Newton's Laws

<https://drive.google.com/file/d/1-9fuRgdwgeW65CwCvKrQyyO79vU5brIO/view?usp=sharing>

Work and Energy

<https://drive.google.com/file/d/10HV3hWx9fHyHIBI8oucRBhVmzrvvTwH/view?usp=sharing>

Student Resources

<https://drive.google.com/file/d/1NN2OCNKH42kwSedtmhHF9XzIY6lxsEaY/view?usp=sharing>

Other Sites for Interactives and Practice:

Positive Physics

The Physics Classroom

Phet Simulations

GSE Website for Physical Science <https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Physical-Science.aspx>

General DE Chapter Resources:

[Interactive Periodic Table](#)

[Interactive Glossary](#)

Engage & Explore Activities

Explorations

Virtual Labs

Skill Builders

Video Segments

[CK12 High School Chemistry Flexbook/Adaptive Practice](#)

Shared Physical Science Resources

<https://marietta.schoolology.com/group/4621413779/materials?f=231800526#/group/4621413779/materials>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Decided order and split up into parts to make the unit more manageable for both students and teachers</p> <p>Resources were collected and organized before the beginning of the unit to ensure that the PLC had all resources to set up and teach the unit effectively</p>	<p>Scaffolding with all problems will be used.</p> <p>Examples:</p> <p>GUESS method -G = givens U = Unknown E = Equation S = Substitute S = Solve</p> <p>Variable Bank/Formula/Plug and Chug</p> <p>Tumble Buggies and Airplane lab were very useful in helping the students gather data, analyze data, model and graph data to show understanding of distance, displacement, speed, velocity, and acceleration.</p>	