

UNIT 8: Energy Production

Content Area: **Science**
 Course(s): **IB physics, SL**
 Time Period: **Fourth Marking Period**
 Length: **2 Weeks**
 Status: **Published**

Unit Overview

The constant need for new energy sources implies decisions that may have a serious effect on the environment. The finite quantity of fossil fuels and their implication in global warming has led to the development of alternative sources of energy. This continues to be an area of rapidly changing technological innovation.

STAGE 1- DESIRED RESULTS

2020 New Jersey Student Learning Standards- Science

SCI.9-12.HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative position of particles (objects).
SCI.9-12.HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
SCI.9-12.HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
SCI.9-12.HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
SCI.9-12.HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Science and Engineering Practices

- Analyzing and Interpreting Data
- Asking Questions and Defining Problems

- Constructing Explanations and Designing Solutions
- Developing and Using Models
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information
- Planning and Carrying Out Information
- Using Mathematics and Computational Thinking

Cross Cutting Concepts

- Cause and Effect
- Energy and Matter
- Influence of Engineering, Technology, and Science on Society and the Natural World
- Interdependence of Science, Engineering, and Technology
- Patterns
- Scale, Proportion, and Quantity
- Stability and Change
- Structure and Functions
- Systems and System Models

Disciplinary Core Ideas

Physical Sciences

- PS1A: Structure and Properties of Matter
- PS1B: Chemical Reactions
- PS1C: Nuclear Processes
- PS2A: Forces and Motion
- PS2B: Types of Interaction
- PS3A: Definitions of Energy
- PS3B: Conservation of Energy and Energy Transfer
- PS3C: Relationship Between Energy and Forces
- PS3D: Energy in Chemical Processes and Everyday Life
- PS4A: Wave Properties
- PS4B: Electromagnetic Radiation
- PS4C: Information Technologies and Instrumentation

Earth and Space Sciences

- ESS1A: The Universe and its Stars
- ESS1B: Earth and the Solar System
- ESS1C: The History of Planet Earth
- ESS2A: Earth Materials and Systems
- ESS2B: Plate Tectonics and Large-Scale Systems
- ESS2C: The Role of Water in Earth's Surface Processes
- ESS2D: Weather and Climate
- ESS2E: Biogeology
- ESS3A: Natural Resources
- ESS3B: Natural Hazards
- ESS3C: Human Impacts on Earth Systems
- ESS3D: Global Climate Change

Engineering. Technology. and Applications of Science

- ETS1A: Defining and Delimiting an Engineering Problem
- ETS1B: Developing Possible Solutions
- ETS1C: Optimizing the Design Solution

Essential Questions

- What could be the best source of energy of the future world?
- What are the relative advantages and disadvantages of various energy sources?
- What is meant by degraded energy?
- What are Sankey diagrams?
- What are the principal mechanisms involved in the production of electrical power?
- What is meant by energy density of a fuel?
- What is the difference between a photo voltaic cell and a solar heating panel?
- What factors determine a planet's albedo?
- What are the main greenhouse gases and their sources?
- How do you apply Stefan - Boltzmann law to compare emission rates from different surfaces?

Enduring Understanding

There are different sources of energy available on Earth that can be turned into useful work. Energy transfer always leads to the degradation of energy.

Students will know...

- Specific energy and energy density of fuel sources
- Sankey diagrams
- Primary energy sources
- Electricity as a secondary and versatile form of energy
- Renewable and non-renewable energy sources
- Conduction, convection and thermal radiation
- Black-body radiation
- Albedo and emissivity
- The solar constant
- The greenhouse effect
- Energy balance in the Earth surface–atmosphere system

Possible Misconceptions

Energy is a fuel.

Energy is created as the result of an activity.

Students will be able to...

- Solve specific energy and energy density problems
- Sketch and interpret Sankey diagrams
- Describe the basic features of fossil fuel power stations, nuclear power stations, wind generators, pumped storage hydroelectric systems and solar power cells
- Solve problems relevant to energy transformations in the context of these generating systems
- Discuss safety issues and risks associated with the production of nuclear power
- Describe the differences between photo voltaic cells and solar heating panels
- Sketch and interpret graphs showing the variation of intensity with wavelength for bodies emitting thermal radiation at different temperatures
- Solve problems involving the Stefan–Boltzmann law and Wien’s displacement law
- Describe the effects of the Earth’s atmosphere on the mean surface temperature
- Solve problems involving albedo, emissivity, solar constant and the Earth’s average temperature

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments

Group discussion on energy transformation in the context of generating systems

Assignment on key terms

Sketching & interpreting

Sankey diagrams, Graphs showing the variation of intensity with wavelength for bodies emitting thermal radiation at different temp.

Worksheets on solving problems involving

Specific energy and energy density, Energy transformation in the context of generating systems, Stefan's-Boltzmann law & Wien's displacement law, Albedo, emissivity, solar constant & Earth's average temperature

Quizzes

Benchmark Assessments

Unit Test

STAGE 3- LEARNING PLAN

Instructional Map

- Students will be given the details of the learning outcome of the unit in the beginning of the unit. Every day at the beginning of the class, expected questions/goal will be written on the board.
- Steps to be followed, writing all meaning of important vocabularies on board, using ICT and/or address information literacy, U tube videos , ppt, use of graph plotting software, Simulations using java applets.
- Solving specific energy and energy density problems.
- Sketching and interpreting Sankey diagrams.
- Describing the basic features of fossil fuel power stations, nuclear power stations, wind generators, pumped storage hydroelectric systems and solar power cells.
- Solving problems relevant to energy transformations in the context of these generating systems.
- Discussing safety issues and risks associated with the production of nuclear power.
- Describing the differences between photovoltaic cells and solar heating panels.
- Discussion of conduction and convection will be qualitative only.
- Discussion of conduction is limited to intermolecular and electron collisions.
- Discussion of convection is limited to simple gas or liquid transfer via density differences.
- The absorption of infrared radiation by greenhouse gases should be described in terms of the molecular energy levels and the subsequent emission of radiation in all directions.
- The greenhouse gases to be considered are CH₄, H₂O, CO₂ and N₂O. It is sufficient for students to know that each has both natural and man-made origins.
- Earth's albedo varies daily and is dependent on season (cloud formations) and latitude. The global annual mean albedo will be taken to be 0.3 (30%) for Earth.
- World energy resources project.

Modification/Differentiation of Instruction

Differentiation Strategies for Special Education Students

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies

- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required

- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

Peer Tutoring

Repeated Drill and Practice

Cooperative Grouping

Teacher notes

Use of additional reference materials

Modification Strategies

- Cooperative Grouping
- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-direct
- Repeated Drill and Practice
- Shortened Assignment
- Teacher Notes
- Tutorials
- Use of Additional Reference Materials
- Use of Audio Resources

Differentiation Strategies

High Preparation

- Alternative Assessments
- Choice Boards
- Games and Tournaments

- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Intergration- Interdisciplinary Connections

See Appendix

Vertical Integration- Discipline Mapping

Physics IB SL course is offered during the Junior and Senior years of High School. At this point in their studies, students will have been exposed to the Performance Expectations of the NGSS in Middle school. This course will allow the student to further expand and develop a deeper understanding of the physics concepts taught in earlier years.

Tenth Grade Chemistry

Nineth Grade Biology

Eighth Grade - Chemical Interactions

Seventh Grade - Electromagnetic Force and Gravity and Kinetic Energy

Sixth Grade - Waves

Additional Materials

Internet resources:

Khan Academy

Physicsclassroom.com

Youtube videos

Phet.colorado.edu

<http://www.bp.com/en/global/corporate/about-bp/statistical-review-of-world-energy-2013.html>

<http://www.withouthotair.com/>

<http://www.worldenergy.org/publications/2013/world-energy-resources-2013-survey>

<http://environment.nationalgeographic.com/environment/energy/great-energy-challenge/world-electricity-mix/>