

oldU.3 Thermodynamics

Content Area: **Science**
Course(s): **Science 8**
Time Period: **October**
Length: **30 Days**
Status: **Published**

Unit Summary

In this unit, students ask questions, plan and carry out investigations, engage in argument from evidence, analyze and interpret data, construct explanations, define problems and design solutions as they make sense of the difference between energy and temperature. They use the practices to make sense of how the total change of energy in any system is always equal to the total energy transferred into or out of the system. The crosscutting concepts of energy and matter, scale, proportion, and quantity, and influence of science, engineering, and technology on society and the natural world are the organizing concepts for these disciplinary core ideas. Students ask questions, plan and carry out investigations, engage in argument from evidence, analyze and interpret data, construct explanations, define problems and design solutions. Students are also expected to use these practices to demonstrate understanding of the core ideas.

Standards

SCI.6-8.MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
SCI.6-8.MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
SCI.6-8.MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
SCI.6-8.MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
SCI.6-8.MS-PS3-4	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
SCI.6-8.MS-PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

Student Learning Objectives

SLO 1: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.] (*MS-PS3-3*)

SLO 2: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.] (*MS-PS3-4*)

SLO 3: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (*MS-ETS1-1*)

SLO 4: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (*MS-ETS1-*

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SLO 5: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (*MS-ETS1-3*)

SLO 6: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (*MS-ETS1-4*)

Driving Questions

How are thermal energy, heat, and temperature related to matter? (content)

How is energy converted to maintain homeostasis? (intrinsic)

How is thermal energy transferred and conserved within and between systems? (extrinsic)