

# 04: Astronomy

Content Area: **Special Education**

Course(s):

Time Period: **Full Year**

Length: **4 weeks**

Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Physical Science establishes a basic approach to the fundamentals of chemistry and physics. The following concepts will be explored: atomic structure, chemical bonding, chemical reactions, the periodic table, kinetic theory, and kinematics. The use of technology to gather and analyze data will be incorporated. This course is concept-oriented with a focus on Chemistry and Physics in the real world. Laboratory work and special projects will facilitate active learning and accommodate different learning styles.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- Astronomers learn about the Universe by careful observation of light.
- The Sun and Earth formed billions of years ago.
- The Universe started in an explosion called the Big Bang.
- We are well situated in the Milky Way Galaxy to support life.

## **CONTENT AREA STANDARDS**

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SCI.HS-ESS1-2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
SCI.HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CRP 2 Apply appropriate academic and technical skills.

CRP 4 Communicate clearly and effectively and with reason.

CRP 5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 11 Use technology to enhance productivity.

## **Student Learning Targets**

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Refer to Declarative and Procedural Knowledge

## **Declarative Knowledge**

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Students will understand:

## **Procedural Knowledge**

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Students will be able to:

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Formative Assessments**

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White boards, exit ticket, homework

## **Summative Assessments**

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- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3
- Alternative Assessments
  - Lab inquiries and investigations
  - Lab Practicals
  - Exploratory activities based on phenomenon
  - Gallery walks of student work
  - Creative Extension Projects

- Build a model of a proposed solution
- Let students design their own flashcards to test each other
- Keynote presentations made by students on a topic
- Portfolio

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[physicsclassroom.com](http://physicsclassroom.com)

[Vernier.com/experiments](http://Vernier.com/experiments)

Khan Academy, Crash Course Physics, and Bozeman Science

## **INTERDISCIPLINARY CONNECTIONS**

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Algebra, English, Geometry

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.