

Unit 3 - Energy and Engineering Design

Content Area: **Science**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit of study, fourth-grade students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents. Students also obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. The crosscutting concepts of cause and effect, energy and matter, and the interdependence of science, engineering, and technology, and influence of science, engineering, and technology on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate understanding of the core ideas. In this unit of study, students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object, and are expected to develop an understanding that energy can be transferred from object to object through collisions. The crosscutting concept of energy and matter is called out as an organizing concept. Students are expected to demonstrate grade-appropriate proficiency in asking questions, defining problems, and constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate understanding of the core ideas. In this unit of study, students use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents or from objects through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another. The crosscutting concepts of energy and matter and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems, planning and carrying out investigations, constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate their understanding of the core ideas.

Enduring Understandings

Students are expected to recognize common transformations of electrical energy.

Students are expected to explain energy transfers of light, sound, and heat.

Students are expected to explain how energy changes when objects in motion collide.

Students are expected to define a design problem and identify the constraints and criteria for a design solution.

Essential Questions

What is energy?

How is energy transferred?

How do collisions show energy?

How do engineers define problems?
How do engineers design solutions?
How do engineers test and improve prototypes?

Learning Objectives

Students will know:

The faster a given object is moving, the more energy it possesses.

Energy can be moved from place to place by moving objects or through sound, light, or electric currents.

Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.

Light also transfers energy from place to place.

Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.

When objects collide, the contact forces transfer energy so as to change the objects' motions.

Energy in Chemical Processes and Everyday Life: The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.

Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria).

Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. Defining and

Delimiting Engineering Problems: Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria).

Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.

At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.

Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.

Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

Career Exploration - Explore careers in engineering.

Standards: Content

SCI.3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
SCI.4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
SCI.4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place

by sound, light, heat, and electric currents.

SCI.4-PS3-3

Ask questions and predict outcomes about the changes in energy that occur when objects collide.

SCI.4-PS3-4

Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

Standards: Interdisciplinary

Assessment Evidence

Formative	Teacher observations, Class discussions, Lab Activities, Key concepts and vocabulary quizzes, Science Starter's/Do Nows, Open Ended Responses, Modeling, Simulations, Innovators Monthly Research, Lab Activities, Vocabulary Responses, Exit Questions, Interactive Digital Assessments embedded in Exploring Science Digital Book
Summative	Projects, Tests, Quizzes, lab skills demonstrations, projects, and vocabulary quizzes.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Teacher Generated Assessments
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, Websites and digital interactives/models, Multi-media presentations, Video Streaming, Brain Pop, Middle School Science, Generation Genius Digital Curriculum, Mystery Science Digital Curriculum, Amplify Digital Curriculum, Microsoft 365, Primary and Secondary Source Documents, Assorted lab materials.

[Instructional Resource List](#)

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

Amistad	Diversity, Equity, and Inclusion
Holocaust	LGBT and Disabilities (Grades 6-12)

Climate Change	Asian American & Pacific Islander
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Social Emotional Learning (SEL) Competencies

[NJ Social and Emotional Learning Competencies & Sub-Competencies](#)

	Self-Awareness		Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

Global and Cultural Awareness	Technology Literacy		Planning and Budgeting
Creativity and Innovation	Financial Institutions		Risk Management and Insurance
Information and Media Literacy	Digital Citizenship		Economic and Government Influences
Critical Thinking and Problem Solving	Credit Profile	X	Career Awareness and Planning
Civic Financial Responsibility	Financial Psychology		