



COPPELL ISD SUBJECT YEAR AT A GLANCE

SUBJECT
AP PHYSICS 2

GRADES
10-12

Program Transfer Goals

- Use knowledge of science to predict what will happen to objects when they interact or explain interactions that have already happened.
- Analyze a scenario and apply a scientific process to arrive at reasons why the scenario occurred.
- Use scientific questioning, reasoning, and practices to solve a variety of problems.
- Apply principles of physics to the real world.
- Make ethical decisions that involve the application of scientific information.

PACING

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks	
Fluids 5 weeks	Thermodynamics 5 weeks	Electrostatics 5 weeks	Circuits 3 weeks	Magnetism 5 weeks	Optics 5 weeks	Modern 3 weeks	Post Exam 5 weeks

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

The district curriculum units may be found: <http://tinyurl.com/Coppell-Curriculum>

UNIT 1: FLUIDS

TIMELINE: 5 WEEKS - 1ST

Unit Summary: Learners will understand the concepts of buoyancy, pressure, and fluid flow. They will analyze concepts of both static and dynamic fluids.

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- Analyze a scenario and apply a scientific process to arrive at reasons why the scenario occurred.
- Use scientific questioning, reasoning, and practices to solve a variety of problems.
- Apply principles of physics to the real world.
- Make ethical decisions that involve the application of scientific information.

Students will know...

- Fluids can change velocity based on changes in container diameter
- Pressure pushes in all directions
- Pressure changes based on depth and velocity of a fluid
- The buoyant force is a net force from the fluid

Students will be skilled at...

- **1.E.1.1:** The student is able to predict the densities, differences in densities, or changes in densities under different conditions for natural phenomena and design an investigation to verify the prediction. [SP 4.2, 6.4]
- **1.E.1.2:** The student is able to select from experimental data the information necessary to determine the density of an object and/or compare densities of several objects. [SP 4.1, 6.4]
- **3.C.4.1:** The student is able to make claims about various contact forces between objects based on the microscopic cause of those forces. [SP 6.1]
- **3.C.4.2:** The student is able to explain contact forces (tension, friction, normal, buoyant, spring) as arising from interatomic electric forces and that they therefore have certain directions. [SP 6.2]
- **5.B.10.1:** The student is able to use Bernoulli's equation to make calculations related to a moving fluid. [SP 2.2]
- **5.B.10.2:** The student is able to use Bernoulli's equation and/or the relationship between force and pressure to make calculations related to a moving fluid. [SP 2.2]
- **5.B.10.3:** The student is able to use Bernoulli's equation and the continuity equation to make calculations related to a moving fluid. [SP 2.2]
- **5.B.10.4:** The student is able to construct an explanation of Bernoulli's equation in terms of the conservation of energy. [SP 6.2]
- **5.F.1.1:** The student is able to make calculations of quantities related to flow of a fluid, using mass conservation principles (the continuity equation). [SP 2.1, 2.2, 7.2]

UNIT 2: THERMODYNAMICS

TIMELINE: 5 WEEKS - 1ST/ 2ND GRADING PERIOD

Unit Summary: Learners will learn about thermodynamic processes and how those relate to physical situations. They will be able to interpret and analyze graphs. They will be able to connect conservation of energy to thermodynamic processes.

■ **Transfer Goal:**

- Use knowledge of science to predict what will happen to objects when they interact or explain interactions that have already happened.
- Analyze a scenario and apply a scientific process to arrive at reasons why the scenario occurred.
- Use scientific questioning, reasoning, and practices to solve a variety of problems.
- Apply principles of physics to the real world.
- Make ethical decisions that involve the application of scientific information.

Students will know...

- How to interpret Pressure vs. Volume Graphs and Diagrams
- How to make connections between Pressure, Volume and Temperature through Gas Laws
- How to make connections between energy and thermal processes

Students will be skilled at...

- **1.E.3.1:** The student is able to design an experiment and analyze data from it to examine thermal conductivity. [SP 4.1, 4.2, 5.1]
- **4.C.3.1:** The student is able to make predictions about the direction of energy transfer due to temperature differences based on interactions at the microscopic level. [SP 6.4]
- **5.A.2.1:** The student is able to define open and closed systems for everyday situations and apply conservation concepts for energy, charge, and linear momentum to those situations. [SP 6.4, 7.2]
- **5.B.4.1:** The student is able to describe and make predictions about the internal energy of systems. [SP 6.4, 7.2]
- **5.B.4.2:** The student is able to calculate changes in kinetic energy and potential energy of a system, using information from representations of that system. [SP 1.4, 2.1, 2.2]
- **5.B.5.4:** The student is able to make claims about the interaction between a system and its environment in which the environment exerts a force on the system, thus doing work on the system and changing the energy of the system (kinetic energy plus potential energy). [SP 6.4, 7.2]
- **5.B.5.5:** The student is able to predict and calculate the energy transfer to (i.e., the work done on) an object or system from information about a force exerted on the object or system through a distance. [SP 2.2, 6.4]
- **5.B.5.6:** The student is able to design an experiment and analyze graphical data in which interpretations of the area under a pressure-volume curve are needed to determine the work done on or by the object or system. [SP 4.2, 5.1]
- **5.B.6.1:** The student is able to describe the models that represent processes by which energy can be transferred between a system and its environment because of differences in temperature: conduction, convection, and radiation. [SP 1.2]
- **5.B.7.1:** The student is able to predict qualitative changes in the internal energy of a thermodynamic system involving transfer of energy due to heat or work done and justify those predictions in terms of conservation of energy principles. [SP 6.4, 7.2]

UNIT 3: ELECTRICITY

TIMELINE: 5 WEEKS - 2ND GRADING PERIOD

Unit Summary: Students will understand the behaviors of charged particles relative to one another and within a field. This will create a foundational understanding that will help students identify the interactions of particles within a circuit.

■ Transfer Goal:

- Use knowledge of science to predict what will happen to objects when they interact or explain interactions that have already happened.
- Analyze a scenario and apply a scientific process to arrive at reasons why the scenario occurred.
- Use scientific questioning, reasoning, and practices to solve a variety of problems.
- Apply principles of physics to the real world.
- Make ethical decisions that involve the application of scientific information.

Students will know...

- Charge is quantized
- Electrical interactions are similar to gravitational interactions
- The nature of electric fields and their impact on charge particles

Students will be skilled at...

- **1.B.1.1:** The student is able to make claims about natural phenomena based on conservation of electric charge. [SP 6.4]
- **1.B.1.2:** The student is able to make predictions, using the conservation of electric charge, about the sign and relative quantity of net charge of objects or systems after various charging processes, including conservation of charge in simple circuits. [SP 6.4, 7.2]
- **1.B.2.2:** The student is able to make a qualitative prediction about the distribution of positive and negative electric charges within neutral systems as they undergo various processes. [SP 6.4, 7.2]
- **1.B.2.3:** The student is able to challenge claims that polarization of electric charge or separation of charge must result in a net charge on the object. [SP6.1]
- **1.B.3.1:** The student is able to challenge the claim that an electric charge smaller than the elementary charge has been isolated. [SP 1.5, 6.1, 7.2]
- **2.C.1.1:** The student is able to predict the direction and the magnitude of the force exerted on an object with an electric charge q placed in an electric field E using the mathematical model of the relation between an electric force and an electric field: $\vec{F} = q\vec{E}$; a vector relation.[SP 6.4, 7.2]
- **2.C.1.2:** The student is able to calculate any one of the variables — electric force, electric charge, and electric field — at a point given the values and sign or direction of the other two quantities.[SP 2.2]
- **2.C.2.1:** The student is able to qualitatively and semi-quantitatively apply the vector relationship between the electric field and the net electric charge creating that field. [SP 2.2, 6.4]
- **2.C.3.1:** The student is able to explain the inverse square dependence of the electric field surrounding a spherically symmetric electrically charged object. [SP 6.2]
- **2.C.4.1:** The student is able to distinguish the characteristics that differ between monopole fields (gravitational field of spherical mass and electrical field due to single point charge) and dipole fields (electric dipole field and magnetic field) and make claims about the spatial behavior of the fields using qualitative or semiquantitative arguments based on vector addition of fields due to each point source, including identifying the locations and signs of sources from a vector diagram of the field. [SP 2.2, 6.4, 7.2]
- **2.C.4.2:** The student is able to apply mathematical routines to determine the magnitude and direction of the electric field at specified points in the vicinity of a small set (2–4) of point charges, and express the results in terms of magnitude and direction of the field in a visual representation by drawing field vectors of appropriate length and direction at the specified points. [SP 1.4, 2.2]

- **2.C.5.1:** The student is able to create representations of the magnitude and direction of the electric field at various distances (small compared to plate size) from two electrically charged plates of equal magnitude and opposite signs, and is able to recognize that the assumption of uniform field is not appropriate near edges of plates. [SP 1.1, 2.2]
- **2.C.5.2:** The student is able to calculate the magnitude and determine the direction of the electric field between two electrically charged parallel plates, given the charge of each plate, or the electric potential difference and plate separation. [SP 2.2]
- **2.C.5.3:** The student is able to represent the motion of an electrically charged particle in the uniform field between two oppositely charged plates and express the connection of this motion to projectile motion of an object with mass in the Earth's gravitational field. [SP 1.1, 2.2, 7.1]
- **2.E.1.1:** The student is able to construct or interpret visual representations of the isolines of equal gravitational potential energy per unit mass and refer to each line as a gravitational equipotential. [SP 1.4, 6.4, 7.2]
- **2.E.2.1:** The student is able to determine the structure of isolines of electric potential by constructing them in a given electric field. [SP 6.4, 7.2]
- **2.E.2.2:** The student is able to predict the structure of isolines of electric potential by constructing them in a given electric field and make connections between these isolines and those found in a gravitational field. [SP 6.4, 7.2]
- **2.E.2.3:** The student is able to qualitatively use the concept of isolines to construct isolines of electric potential in an electric field and determine the effect of that field on electrically charged objects. [SP 1.4]
- **2.E.3.1:** The student is able to apply mathematical routines to calculate the average value of the magnitude of the electric field in a region from a description of the electric potential in that region using the displacement along the line on which the difference in potential is evaluated. [SP 2.2]
- **2.E.3.2:** The student is able to apply the concept of the isoline representation of electric potential for a given electric charge distribution to predict the average value of the electric field in the region. [SP 1.4, 6.4]
- **3.A.2.1:** The student is able to represent forces in diagrams or mathematically using appropriately labeled vectors with magnitude, direction, and units during the analysis of a situation. [SP 1.1]
- **3.A.3.2:** The student is able to challenge a claim that an object can exert a force on itself. [SP 6.1]
- **3.A.3.3:** The student is able to describe a force as an interaction between two objects and identify both objects for any force. [SP 1.4]
- **3.A.3.4:** The student is able to make claims about the force on an object due to the presence of other objects with the same property: mass, electric charge. [SP 6.1, 6.4]
- **3.A.4.1:** The student is able to construct explanations of physical situations involving the interaction of bodies using Newton's third law and the representation of action-reaction pairs of forces. [SP 1.4, 6.2]
- **3.A.4.2:** The student is able to use Newton's third law to make claims and predictions about the action- reaction pairs of forces when two objects interact. [SP 6.4, 7.2]
- **3.A.4.3:** The student is able to analyze situations involving interactions among several objects by using free- body diagrams that include the application of Newton's third law to identify forces. [SP 1.4]
- **3.B.1.3:** The student is able to reexpress a free-body diagram representation into a mathematical representation and solve the mathematical representation for the acceleration of the object. [SP 1.5, 2.2]
- **3.B.1.4:** The student is able to predict the motion of an object subject to forces exerted by several objects using an application of Newton's second law in a variety of physical situations. [SP 6.4, 7.2]
- **3.B.2.1:** The student is able to create and use free-body diagrams to analyze physical situations to solve problems with motion qualitatively and quantitatively. [SP 1.1, 1.4, 2.2]
- **3.C.2.1:** The student is able to use Coulomb's law qualitatively and quantitatively to make predictions about the interaction between two electric point charges. [SP 2.2, 6.4]
- **3.C.2.2:** The student is able to connect the concepts of gravitational force and electric force to compare similarities and differences between the forces. [SP 7.2]
- **3.C.2.3:** The student is able to use mathematics to describe the electric force that results from the interaction of several separated point charges (generally 2 to 4 point charges, though more are permitted in situations of high symmetry). [SP 2.2]
- **3.G.1.2:** The student is able to connect the strength of the gravitational force between two objects to the spatial scale of the situation and the masses of the objects involved and compare that strength to other types of forces. [SP 7.1]
- **3.G.2.1:** The student is able to connect the strength of electromagnetic forces with the spatial scale of the situation, the magnitude of the electric charges, and the motion of the electrically charged objects involved. [SP 7.1]
- **4.E.3.1:** The student is able to make predictions about the redistribution of charge during charging by friction, conduction, and induction. [SP 6.4]
- **4.E.3.2:** The student is able to make predictions about the redistribution of charge caused by the electric field due to other systems, resulting in charged or polarized objects. [SP 6.4, 7.2]

- **4.E.3.3:** The student is able to construct a representation of the distribution of fixed and mobile charge in insulators and conductors. [SP 1.1, 1.4, 6.4]
- **4.E.3.4:** The student is able to construct a representation of the distribution of fixed and mobile charge in insulators and conductors that predicts charge distribution in processes involving induction or conduction. [SP 1.1, 1.4, 6.4]
- **4.E.3.5:** The student is able to plan and/or analyze the results of experiments in which electric charge rearrangement occurs by electrostatic induction, or is able to refine a scientific question relating to such an experiment by identifying anomalies in a data set or procedure. [SP 3.2, 4.1, 4.2, 5.1, 5.3]
- **5.A.2.1:** The student is able to define open and closed systems for everyday situations and apply conservation concepts for energy, charge, and linear momentum to those situations. [SP 6.4, 7.2]
- **5.B.2.1:** The student is able to calculate the expected behavior of a system using the object model (i.e., by ignoring changes in internal structure) to analyze a situation. Then, when the model fails, the student can justify the use of conservation of energy principles to calculate the change in internal energy due to changes in internal structure because the object is actually a system. [SP 1.4, 2.1]
- **5.C.2.1:** The student is able to predict electric charges on objects within a system by application of the principle of charge conservation within a system. [SP 6.4]
- **5.C.2.2:** The student is able to design a plan to collect data on the electrical charging of objects and electric charge induction on neutral objects and qualitatively analyze that data. [SP 4.2, 5.1]
- **5.C.2.3:** The student is able to justify the selection of data relevant to an investigation of the electrical charging of objects and electric charge induction on neutral objects. [SP 4.1]

UNIT 4: CIRCUITS

TIMELINE: 3 WEEKS - 3RD GRADING PERIOD

Unit Summary: Learners will be able to create simple circuits and measure currents and voltages at various locations within the circuit.

■ Transfer Goal:

- Use knowledge of science to predict what will happen to objects when they interact or explain interactions that have already happened.
- Analyze a scenario and apply a scientific process to arrive at reasons why the scenario occurred.
- Use scientific questioning, reasoning, and practices to solve a variety of problems.
- Apply principles of physics to the real world.
- Make ethical decisions that involve the application of scientific information.

Students will know...

- How to construct a simple circuit with various combinations of resistors
- How to measure current and voltage within a circuit
- How to manipulate current and voltage within a circuit
- How capacitors affect a circuit when fully charged and discharged

Students will be skilled at...

- **1.E.2.1:** The student is able to choose and justify the selection of data needed to determine resistivity for a given material. [SP 4.1]
- **4.E.4.1:** The student is able to make predictions about the properties of resistors and/or capacitors when placed in a simple circuit, based on the geometry of the circuit element and supported by scientific theories and mathematical relationships. [SP 2.2, 6.4]
- **4.E.4.2:** The student is able to design a plan for the collection of data to determine the effect of changing the geometry and/or materials on the resistance or capacitance of a circuit element and relate results to the basic

properties of resistors and capacitors. [SP 4.1, 4.2]

- **4.E.4.3:** The student is able to analyze data to determine the effect of changing the geometry and/or materials on the resistance or capacitance of a circuit element and relate results to the basic properties of resistors and capacitors. [SP 5.1]
- **4.E.5.1:** The student is able to make and justify a quantitative prediction of the effect of a change in values or arrangements of one or two circuit elements on the currents and potential differences in a circuit containing a small number of sources of emf, resistors, capacitors, and switches in series and/or parallel. [SP 2.2, 6.4]
- **4.E.5.2:** The student is able to make and justify a qualitative prediction of the effect of a change in values or arrangements of one or two circuit elements on currents and potential differences in a circuit containing a small number of sources of emf, resistors, capacitors, and switches in series and/or parallel. [SP 6.1, 6.4]
- **4.E.5.3:** The student is able to plan data collection strategies and perform data analysis to examine the values of currents and potential differences in an electric circuit that is modified by changing or rearranging circuit elements, including sources of emf, resistors, and capacitors. [SP 2.2, 4.2, 5.1]
- **5.B.9.4:** The student is able to analyze experimental data including an analysis of experimental uncertainty that will demonstrate the validity of Kirchhoff's loop rule.[SP 5.1]
- **5.B.9.5:** The student is able to use conservation of energy principles (Kirchhoff's loop rule) to describe and make predictions regarding electrical potential difference, charge, and current in steady-state circuits composed of various combinations of resistors and capacitors. [SP 6.4]
- **5.B.9.6:** The student is able to mathematically express the changes in electric potential energy of a loop in a multiloop electrical circuit and justify this expression using the principle of the conservation of energy. [SP 2.1, 2.2]
- **5.B.9.7:** The student is able to refine and analyze a scientific question for an experiment using Kirchhoff's Loop rule for circuits that includes determination of internal resistance of the battery and analysis of a non-ohmic resistor. [SP 4.1, 4.2, 5.1, 5.3]
- **5.B.9.8:** The student is able to translate between graphical and symbolic representations of experimental data describing relationships among power, current, and potential difference across a resistor. [SP 1.5]
- **5.C.3.4:** The student is able to predict or explain current values in series and parallel arrangements of resistors and other branching circuits using Kirchhoff's junction rule and relate the rule to the law of charge conservation. [SP 6.4, 7.2]
- **5.C.3.5:** The student is able to determine missing values and direction of electric current in branches of a circuit with resistors and NO capacitors from values and directions of current in other branches of the circuit through appropriate selection of nodes and application of the junction rule. [SP 1.4, 2.2]
- **5.C.3.6:** The student is able to determine missing values and direction of electric current in branches of a circuit with both resistors and capacitors from values and directions of current in other branches of the circuit through appropriate selection of nodes and application of the junction rule. [SP 1.4, 2.2]
- **5.C.3.7:** The student is able to determine missing values, direction of electric current, charge of capacitors at steady state, and potential differences within a circuit with resistors and capacitors from values and directions of current in other branches of the circuit. [SP 1.4, 2.2]

UNIT 5: MAGNETISM

TIMELINE: 5 WEEKS - 3RD GRADING PERIOD

Unit Summary: Learners will be able to make connections between electric and magnetic fields citing similarities and differences and analyzing the behavior of a charged particle within a magnetic field. They will also be able to induce currents within a circuit using electromagnetic induction.

■ Transfer Goal:

- Use knowledge of science to predict what will happen to objects when they interact or explain interactions that have already happened.
- Analyze a scenario and apply a scientific process to arrive at reasons why the scenario occurred.
- Use scientific questioning, reasoning, and practices to solve a variety of problems.
- Apply principles of physics to the real world.
- Make ethical decisions that involve the application of scientific information.

Students will know...

- The similarities between magnetic and electric fields and forces
- Right hand rules to designate orientations of moving particles within a magnetic field
- How to induce currents with magnetic fields

Students will be skilled at...

- **2.C.4.1:** The student is able to distinguish the characteristics that differ between monopole fields (gravitational field of spherical mass and electrical field due to single point charge) and dipole fields (electric dipole field and magnetic field) and make claims about the spatial behavior of the fields using qualitative or semiquantitative arguments based on vector addition of fields due to each point source, including identifying the locations and signs of sources from a vector diagram of the field. [SP 2.2, 6.4, 7.2]
- **2.D.1.1:** The student is able to apply mathematical routines to express the force exerted on a moving charged object by a magnetic field. [SP 2.2]
- **2.D.2.1:** The student is able to create a verbal or visual representation of a magnetic field around a long straight wire or a pair of parallel wires. [SP 1.1]
- **2.D.3.1:** The student is able to describe the orientation of a magnetic dipole placed in a magnetic field in general and the particular cases of a compass in the magnetic field of the Earth and iron filings surrounding a bar magnet. [SP 1.2]
- **2.D.4.1:** The student is able to use the representation of magnetic domains to qualitatively analyze the magnetic behavior of a bar magnet composed of ferromagnetic material. [SP 1.4]
- **3.A.2.1:** The student is able to represent forces in diagrams or mathematically using appropriately labeled vectors with magnitude, direction, and units during the analysis of a situation. [SP 1.1]
- **3.A.3.2:** The student is able to challenge a claim that an object can exert a force on itself. [SP 6.1]
- **3.A.3.3:** The student is able to describe a force as an interaction between two objects and identify both objects for any force. [SP 1.4]
- **3.A.4.1:** The student is able to construct explanations of physical situations involving the interaction of bodies using Newton's third law and the representation of action-reaction pairs of forces. [SP 1.4, 6.2]
- **3.A.4.2:** The student is able to use Newton's third law to make claims and predictions about the action- reaction pairs of forces when two objects interact. [SP 6.4, 7.2]
- **3.A.4.3:** The student is able to analyze situations involving interactions among several objects by using free- body diagrams that include the application of Newton's third law to identify forces. [SP 1.4]

- **3.C.3.1:** The student is able to use right-hand rules to analyze a situation involving a current-carrying conductor and a moving electrically charged object to determine the direction of the magnetic force exerted on the charged object due to the magnetic field created by the current-carrying conductor. [SP 1.4]
- **3.C.3.2:** The student is able to plan a data collection strategy appropriate to an investigation of the direction of the force on a moving electrically charged object caused by a current in a wire in the context of a specific set of equipment and instruments and analyze the resulting data to arrive at a conclusion. [SP 4.2, 5.1]
- **4.E.1.1:** The student is able to use representations and models to qualitatively describe the magnetic properties of some materials that can be affected by magnetic properties of other objects in the system. [SP 1.1, 1.4, 2.2]
- **4.E.2.1:** The student is able to construct an explanation of the function of a simple electromagnetic device in which an induced emf is produced by a changing magnetic flux through an area defined by a current loop (i.e., a simple microphone or generator) or of the effect on behavior of a device in which an induced emf is produced by a constant magnetic field through a changing area. [SP 6.4]

UNIT 6: GEOMETRIC AND PHYSICAL OPTICS

TIMELINE: 5 WEEKS - 3RD/4TH GRADING PERIOD

Unit Summary: Learners will be able to explain how light bends as it passes from one medium to another. They will also understand how images are formed by lenses and mirrors as well as interference patterns are created through diffraction.

■ Transfer Goal:

- Use knowledge of science to predict what will happen to objects when they interact or explain interactions that have already happened.
- Analyze a scenario and apply a scientific process to arrive at reasons why the scenario occurred.
- Use scientific questioning, reasoning, and practices to solve a variety of problems.
- Apply principles of physics to the real world.
- Make ethical decisions that involve the application of scientific information.

Students will know...

- The difference between transverse and longitudinal waves
- Relationship between frequency and wavelength
- Use a transverse wave to represent an electromagnetic wave
- How superposition relates to wave interference
- How light bends around object and when passing from one medium to another
- Diffraction is a wave-like property of light
- Interference patterns are created

Students will be skilled at...

- **6.A.1.2:** The student is able to describe representations of transverse and longitudinal waves. [SP 1.2]
- **6.A.1.3:** The student is able to analyze data (or a visual representation) to identify patterns that indicate that a particular mechanical wave is polarized and construct an explanation of the fact that the wave must have a vibration perpendicular to the direction of energy propagation. [SP 5.1, 6.2]

- **6.A.2.2:** The student is able to contrast mechanical and electromagnetic waves in terms of the need for a medium in wave propagation. [SP 6.4, 7.2]
- **6.B.3.1:** The student is able to construct an equation relating the wavelength and amplitude of a wave from a graphical representation of the electric or magnetic field value as a function of position at a given time instant and vice versa, or construct an equation relating the frequency or period and amplitude of a wave from a graphical representation of the electric or magnetic field value at a given position as a function of time and vice versa. [SP 1.5]
- **6.C.1.1:** The student is able to make claims and predictions about the net disturbance that occurs when two waves overlap. Examples should include standing waves. [SP 6.4, 7.2]
- **6.C.1.2:** The student is able to construct representations to graphically analyze situations in which two waves overlap over time using the principle of superposition. [SP 1.4]
- **6.C.2.1:** The student is able to make claims about the diffraction pattern produced when a wave passes through a small opening, and to qualitatively apply the wave model to quantities that describe the generation of a diffraction pattern when a wave passes through an opening whose dimensions are comparable to the wavelength of the wave. [SP 1.4, 6.4, 7.2]
- **6.C.3.1:** The student is able to qualitatively apply the wave model to quantities that describe the generation of interference patterns to make predictions about interference patterns that form when waves pass through a set of openings whose spacing and widths are small compared to the wavelength of the waves. [SP 1.4, 6.4]
- **6.C.4.1:** The student is able to predict and explain, using representations and models, the ability or inability of waves to transfer energy around corners and behind obstacles in terms of the diffraction property of waves in situations involving various kinds of wave phenomena, including sound and light. [SP 6.4, 7.2]
- **6.E.1.1:** The student is able to make claims using connections across concepts about the behavior of light as the wave travels from one medium into another, as some is transmitted, some is reflected, and some is absorbed. [SP 6.4, 7.2]
- **6.E.2.1:** The student is able to make predictions about the locations of object and image relative to the location of a reflecting surface. The prediction should be based on the model of specular reflection with all angles measured relative to the normal to the surface. [SP 6.4, 7.2]
- **6.E.3.1:** The student is able to describe models of light traveling across a boundary from one transparent material to another when the speed of propagation changes, causing a change in the path of the light ray at the boundary of the two media. [SP 1.1, 1.4]
- **6.E.3.2:** The student is able to plan data collection strategies as well as perform data analysis and evaluation of the evidence for finding the relationship between the angle of incidence and the angle of refraction for light crossing boundaries from one transparent material to another (Snell's law). [SP 4.1, 5.1, 5.2, 5.3]
- **6.E.3.3:** The student is able to make claims and predictions about path changes for light traveling across a boundary from one transparent material to another at non-normal angles resulting from changes in the speed of propagation. [SP 6.4, 7.2]
- **6.E.4.1:** The student is able to plan data collection strategies, and perform data analysis and evaluation of evidence about the formation of images due to reflection of light from curved spherical mirrors. [SP 3.2, 4.1, 5.1, 5.2, 5.3]
- **6.E.4.2:** The student is able to use quantitative and qualitative representations and models to analyze situations and solve problems about image formation occurring due to the reflection of light from surfaces. [SP 1.4, 2.2]
- **6.E.5.1:** The student is able to use quantitative and qualitative representations and models to analyze situations and solve problems about image formation occurring due to the refraction of light through thin lenses. [SSP 1.4, 2.2]

- **6.E.5.2:** The student is able to plan data collection strategies, perform data analysis and evaluation of evidence, and refine scientific questions about the formation of images due to refraction for thin lenses. [SP 3.2, 4.1, 5.1, 5.2, 5.3]
- **6.F.1.1:** The student is able to make qualitative comparisons of the wavelengths of types of electromagnetic radiation. [SP 6.4, 7.2]
- **6.F.2.1:** The student is able to describe representations and models of electromagnetic waves that explain the transmission of energy when no medium is present. [SP 1.1]

UNIT 7: QUANTUM, ATOMIC, NUCLEAR

TIMELINE: 3 WEEKS - 4TH GRADING PERIOD

Unit Summary: Learners will understand the particle nature of light as demonstrated by the photoelectric effect. They will also look at the structure of the atom and energy levels of electrons as well as radioactive decay.

■ Transfer Goal:

- Use knowledge of science to predict what will happen to objects when they interact or explain interactions that have already happened.
- Analyze a scenario and apply a scientific process to arrive at reasons why the scenario occurred.
- Use scientific questioning, reasoning, and practices to solve a variety of problems.
- Apply principles of physics to the real world.
- Make ethical decisions that involve the application of scientific information.

Students will know...

- Light exhibits particle properties
- Mass-Energy equivalence
- About the photoelectric effect and energy conservation
- That classical models do not completely address all relationships
- How to find the deBroglie wavelength
- The different types of radioactive decay and nuclear reactions

Students will be skilled at...

- **1.A.2.1:** The student is able to construct representations of the differences between a fundamental particle and a system composed of fundamental particles and to relate this to the properties and scales of the systems being investigated. [SP 1.1, 7.1]
- **1.A.4.1:** The student is able to construct representations of the energy-level structure of an electron in an atom and to relate this to the properties and scales of the systems being investigated. [SP 1.1, 7.1]
- **1.C.4.1:** The student is able to articulate the reasons that the theory of conservation of mass was replaced by the theory of conservation of mass-energy. [SP 6.3]
- **1.D.1.1:** The student is able to explain why classical mechanics cannot describe all properties of objects by articulating the reasons that classical mechanics must be refined and an alternative explanation developed when classical particles display wave properties. [SP 6.3]
- **1.D.3.1:** The student is able to articulate the reasons that classical mechanics must be replaced by special relativity to describe the experimental results and theoretical predictions that show that the properties of space and time are not absolute. [Students will be expected to recognize situations in which nonrelativistic classical physics breaks down and to explain how relativity addresses that breakdown, but students will not be expected

to know in which of two reference frames a given series of events corresponds to a greater or lesser time interval, or a greater or lesser spatial distance; they will just need to know that observers in the two reference frames can “disagree” about some time and distance intervals.] [SP 6.3, 7.1]

- **3.G.3.1:** The student is able to identify the strong force as the force that is responsible for holding the nucleus together. [SP 7.2]
- **5.B.8.1:** The student is able to describe emission or absorption spectra associated with electronic or nuclear transitions as transitions between allowed energy states of the atom in terms of the principle of energy conservation, including characterization of the frequency of radiation emitted or absorbed. [SP 1.2, 7.2]
- **5.B.11.1:** The student is able to apply conservation of mass and conservation of energy concepts to a natural phenomenon and use the equation $E = mc^2$ to make a related calculation. [SP 2.2, 7.2]
- **5.C.1.1:** The student is able to analyze electric charge conservation for nuclear and elementary particle reactions and make predictions related to such reactions based upon conservation of charge. [SP 6.4, 7.2]
- **5.D.1.6:** The student is able to make predictions of the dynamical properties of a system undergoing a collision by application of the principle of linear momentum conservation and the principle of the conservation of energy in situations in which an elastic collision may also be assumed. [SP 6.4]
- **5.D.1.7:** The student is able to classify a given collision situation as elastic or inelastic, justify the selection of conservation of linear momentum and restoration of kinetic energy as the appropriate principles for analyzing an elastic collision, solve for missing variables, and calculate their values. [SP 2.1, 2.2]
- **5.D.2.5:** The student is able to classify a given collision situation as elastic or inelastic, justify the selection of conservation of linear momentum as the appropriate solution method for an inelastic collision, recognize that there is a common final velocity for the colliding objects in the totally inelastic case, solve for missing variables, and calculate their values. [SP 2.1, 2.2]
- **5.D.2.6:** The student is able to apply the conservation of linear momentum to a closed system of objects involved in an inelastic collision to predict the change in kinetic energy. [SP 6.4, 7.2]
- **5.D.3.2:** The student is able to make predictions about the velocity of the center of mass for interactions within a defined one-dimensional system. [SP 6.4]
- **5.D.3.3:** The student is able to make predictions about the velocity of the center of mass for interactions within a defined two-dimensional system. [SP 6.4]
- **5.G.1.1:** The student is able to apply conservation of nucleon number and conservation of electric charge to make predictions about nuclear reactions and decays such as fission, fusion, alpha decay, beta decay, or gamma decay. [SP 6.4]
- **6.F.3.1:** The student is able to support the photon model of radiant energy with evidence provided by the photoelectric effect. [SP 6.4]
- **6.F.4.1:** The student is able to select a model of radiant energy that is appropriate to the spatial or temporal scale of an interaction with matter. [SP 6.4, 7.1]
- **6.G.1.1:** The student is able to make predictions about using the scale of the problem to determine at what regimes a particle or wave model is more appropriate. [SP 6.4, 7.1]
- **6.G.2.1:** The student is able to articulate the evidence supporting the claim that a wave model of matter is appropriate to explain the diffraction of matter interacting with a crystal, given conditions where a particle of matter has momentum corresponding to a de Broglie wavelength smaller than the separation between adjacent atoms in the crystal. [SP 6.1]
- **6.G.2.2:** The student is able to predict the dependence of major features of a diffraction pattern (e.g., spacing between interference maxima), based upon the particle speed and de Broglie wavelength of electrons in an electron beam interacting with a crystal. (de Broglie wavelength need not be given, so students may need to obtain it.) [SP 6.4]

- **7.C.1.1:** The student is able to use a graphical wave function representation of a particle to predict qualitatively the probability of finding a particle in a specific spatial region. [SP 1.4]
- **7.C.2.1:** The student is able to use a standing wave model in which an electron orbit circumference is an integer multiple of the de Broglie wavelength to give a qualitative explanation that accounts for the existence of specific allowed energy states of an electron in an atom. [SP 1.4]
- **7.C.3.1:** The student is able to predict the number of radioactive nuclei remaining in a sample after a certain period of time, and also predict the missing species (alpha, beta, gamma) in a radioactive decay. [SP 6.4]**7.C.4.1:** The student is able to construct or interpret representations of transitions between atomic energy states involving the emission and absorption of photons. [For questions addressing stimulated emission, students will not be expected to recall the details of the process, such as the fact that the emitted photons have the same frequency and phase as the incident photon; but given a representation of the process, students are expected to make inferences such as figuring out from energy conservation that since the atom loses energy in the process, the emitted photons taken together must carry more energy than the incident photon.] [SP 1.1, 1.2]