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| --- | --- | --- | --- | --- | --- | --- |
|  | **Standards** | **Cross Cutting Concepts** | | **Core Ideas** | **Science and Engineering Practices** | **Anchoring Phenomenon** |
| **1st TRIMESTER** | **Introduction**  **All Physical Science GSE**  **Properties of Matter**   |  | | --- | | **SPS1**a,b,c; **SPS2**a,b,c; **SPS7**a |   **Reactions**   |  | | --- | | **SPS5**a,b; **SPS3**a,b; **SPS6**a,b,c,d,e; **SPS7**a |   **Waves**   |  | | --- | | **SPS7**a; **SPS9**a,b,c,d,e |   **Force and Motion**   |  | | --- | | **SPS7**a; **SPS8**a,b,c,d |   **Energy**   |  | | --- | | **SPS4**a,b,c; **SPS10**a,b,c; **SPS7**a,b,c,d |   **Energy Capstone**  **All Physical Science GSE** | | All   |  | | --- | |  Structure and function   Patterns   Scale, proportion and change   Energy and matter |  |  |  |  |  | | --- | --- | --- | --- | |  Energy and matter   Stability and change   Energy and matter   |  | | --- | |  Patterns   Energy and matter | | | | |  Cause and effect   Systems and system models   Stability and change   Energy and matter | | |  |    Energy and matter   Systems and system models   Stability and change   Energy and matter   |  | | --- | |    Systems and system models   Cause and effect   Energy and matter | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | All   |  | | --- | |  Structure of atoms and elements   Trends in the Periodic Table   Compounds: properties, bonds and naming | | | | | | |  | | --- | |  Atomic and molecular motion   Conservation of matter   Solutions   Acids and bases | | | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | |  Electromagnetic and mechanical waves   Reflection, refraction, interference, and diffraction   Doppler effect   Energy | | | | | | |  | | --- | |  Forces and motion   Newton’s laws   Simple machines   Gravitational force   Energy | | | | |  Heat energy   Electricity and magnetism   Nuclear energy   Fission and fusion   Radioactive decay   Energy transformations | | | | |       All | |  |  |  |  | | --- | --- | --- | --- | |  Plan and carry out investigations   Ask questions   Develop and use models | | | | |  Develop and use models   Analyze and interpret data   Construct explanations | | |  Plan and carry out investigations   Develop and use models   Ask questions and design problems   Analyze and interpret data   Construct explanations | |  Analyze and interpret data   Ask questions   Develop and use models   Construct explanations | |  Plan and carry out investigations   Construct explanations   Analyze and interpret data   Use mathematical and computational thinking   Develop and use models   Use mathematical and computational thinking   Engage in argument from evidence   Construct explanations   Analyze and interpret data   Plan and carry out investigations | | | |  | | |   All | Operation of a car or rocket   |  | | --- | | Elements and compounds to make a car or rocket operate  <https://goo.gl/LODHSo> |  |  | | --- | | Changes in altitude affect gases, resulting in surprising effects  <https://goo.gl/mbgKv8> |  |  | | --- | | Doppler Effect  <https://goo.gl/Gv6Mw7> |  |  | | --- | | Car stop - seatbelts and airbags  <https://goo.gl/aiFnyY> |  |  | | --- | |  |   Turning on your classroom lights requires many transformations of energy  <https://goo.gl/9IIwL0>   |  | | --- | | Model and explain the operation of a car or rocket | |
| **2nd TRIMESTER** |
| **3rd TRIMESTER** |



**Laurens County Schools Physical Science Curriculum Map**



(15 days)