## Claim Evidence Justification (CER) POGIL

**Model 1: Student Chemistry Test Data** 

| Student   | Test Grades | Time Spent<br>Studying | Homework<br>Completed |
|-----------|-------------|------------------------|-----------------------|
| Stephanie | 93          | 2 hours                | Yes                   |
| Kristen   | 45          | 15 minutes             | No                    |
| Martin    | 60          | 1 hour                 | No                    |
| Jessica   | 80          | 1 hour                 | Yes                   |
| Michael   | 63          | 2 hours                | Yes                   |

- 1. Which student scored the highest chemistry test grade?
- 2. How many students passed the chemistry test?
- 3. How does time spent studying affect chemistry test results?
- 4. How does homework completion affect chemistry test results?

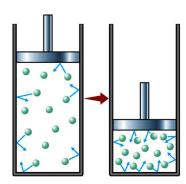
A **claim** is an answer to the guiding question supported by the evidence from the experiment.

**Guiding question:** How does time spent studying and homework completion affect test results?

5. Use your responses in questions 3 and 4 to develop a claim.

## **Model 2: Gas Particles**

6. How does decreasing the volume of a gas affect the particles?



7. A student makes the claim that the molecules move faster when heated. Why would this not be an appropriate claim?

**Model 3:**Four basketball players have the following statistics for free throws:

| Name    | Baskets Made | Baskets Missed | Game Location  |
|---------|--------------|----------------|----------------|
| Amy     | 8            | 2              | Forest Hills   |
| Bob     | 12           | 8              | Deer Park      |
| Charles | 6            | 4              | Smithtown      |
| Daniel  | 15           | 5              | Willliam Floyd |

Two students make the following **claims**:

Student A: "Daniel made the most baskets so he is the best free throw shooter"

Student B: "Even though Amy took fewer shots, she is the best free throw shooter"

**Evidence** is <u>specific</u> data that supports the claim and can be quantitative or qualitative. It should provide enough information to validate the claim. Not all data collected in an experiment is considered "evidence." Evidence should also include an <u>analysis</u> and an <u>interpretation</u> of what the data means (reasoning).

- 8. Use evidence from the data table to support student A.
- 9. Use evidence from the data table to support student B.

**Model 4: Justification** 

## **Guiding Question:**

Why do some objects float and some sink in water?

| Contents               | Classic Coke | Diet<br>Coke  | Visual Observation |  |
|------------------------|--------------|---------------|--------------------|--|
| Total Volume           | 355.0 mL     | 355.0<br>mL   |                    |  |
| Water Mass             | 355.0 g      | 355.0 g       |                    |  |
| Sugar Content          | 39.0 g       | 0.0 g         | ONO) MICHOLINE     |  |
| Nutra Sweet<br>Content | 0.0 g        | 0.1 g         | Coca               |  |
| Total Mass             | 394.0 g      | 355.1g        |                    |  |
| Density                | 1.110 g/mL   | 1.000<br>g/mL |                    |  |

Below are a series of claims. Using the data provided, which of the following would provide an appropriate and comprehensive answer to the guiding question?

Student A: The gas bubbles caused the diet coke to float.

Student B: The red color of the can caused it to sink.

Student C: The position of the red can caused it to sink.

Student D: If you drink diet coke you will float.

Student E: Coke has a density greater than diet coke.

Student F: The mass to volume ratio of coke is greater than diet coke.

Give data for sprite and develop a claim Or do the same thing for an alcohol