

MON. NOV. 18TH	TUE. NOV. 19TH	WED. NOV. 20TH	THU. NOV. 21ST	FRI. NOV. 22ND
<p>8th Grade Science Waves and Electromagnetic Radiation</p>				
<p>Standards MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Next Generation Science Standards Science MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Next Generation Science Standards Science MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. Next Generation Science Standards Science</p>	<p>Standards MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Next Generation Science Standards Science MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Next Generation Science Standards Science MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. Next Generation Science Standards Science</p>	<p>Standards MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Next Generation Science Standards Science MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Next Generation Science Standards Science MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. Next Generation Science Standards Science</p>	<p>Standards MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Next Generation Science Standards Science MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Next Generation Science Standards Science MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. Next Generation Science Standards Science</p>	<p>Standards MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Next Generation Science Standards Science MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Next Generation Science Standards Science MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. Next Generation Science Standards Science</p>
<p>Objective</p>	<p>Objective</p>	<p>Objective</p>	<p>Objective</p>	<p>Objective</p>
<p>Critical Questions</p>	<p>Critical Questions</p>	<p>Critical Questions What are the characteristics and properties of waves and how are they used in our everyday lives?</p>	<p>Critical Questions Students will model a simple wave using various objects</p>	<p>Critical Questions What are the characteristics and properties of waves and how are they used in our everyday lives?</p>
<p>Bellringer None</p>	<p>Bellringer None</p>	<p>Bellringer None</p>	<p>Bellringer None</p>	<p>Bellringer "Light is waves" video</p>
<p>Engage 1. Go over electromagnet forces exam 2. Review ACT Aspire Classroom Assessment</p>	<p>Engage Science Fair proposal</p>	<p>Engage Science Fair Proposal</p>	<p>Bellringer List as many types of waves as you can think of in 2 minutes. Write down on scratch sheet of paper. Class discussion.</p>	<p>Engage Stations of Light Activity 1. Prism and flashlight 2. Flashlight and mirror</p>
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment Post lab questions</p>
<p>Notes</p>	<p>Notes</p>	<p>Notes</p>	<p>Engage Lab Activity Group 1: one metal pan with water and a straw for each student in the group (Students could blow air onto the water to create ripples.) Group 2: one slinky (Students could move the toy up and down or side to side or make compressions.)</p>	<p>Notes</p>

Group 3: one rope or string
(Students could move the rope up and down or side to side.)

Group 4: one metal pan with water and a marble (Students could drop the marble into the water to create ripples.)

Assessment

1. Were all the waves the same?
 2. How were they similar?
 3. How were they different?
 4. Think about these similarities and differences and draw what you think a model of a wave would look like.
 5. What parts would be included in your wave model? The model would show a high point, a low point, and more than one wave.
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Notes