SCIENCE AGENDA April 15 - 19th

Content Standard: **MS-PS2-3** Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to mass of an object and to the speed of an object.
MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
MS-PS3-5 Construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

DATE	FOCUS QUESTION	IN CLASS WORK (Performance Task)	SUCCESS CRITERIA
Monday April 15th	**FOCUS QUESTION** How does height effect the size of the splat?	Unit 7.1 (Lesson 4) Slide Show • Students will watch an egg drop at various heights and make observations of it splat. • Students will watch a Splat-o-Meter video and answer questions.	**HW:** None Students will be able to explain that the higher the object falls from, the larger the splat.
Tuesday April 16th	**FOCUS QUESTION** What causes the potential energy within a system to change?	• Students will work in small groups to create a pendulum and collect data. • Students will draw a model of their pendulum.	**HW:** None Students will be able to be able to draw and label their pendulum.
Wednesday April 17th	**FOCUS QUESTION** Where in a river will be the most kinetic energy?	• Students will trade their pendulum models and share what they think are positive attribute. • Students will define the words potential and kinetic energy. • Students will fill in their Unit Summary Table.	**HW:** None Students will be able to explain where the river will have the most kinetic energy to build a hydro generator.
Thursday April 18th	**FOCUS QUESTION** Where is the most appropriate place to build a hydroelectric generator as it related to potential energy?	• Students will watch a video on a hydro generator. • Students will get an elevation map and decide where the best place would be to put their hydro generator. • Students will engage in a class discussion explaining where and why they chose the place to build their hydro generator.	**HW:** None Students will be able to explain where the best place to build a hydroelectric generator would be and why.
Friday April 19th	**No School** (Good Friday)		