

Unit 5 Waves and Electromagnetism

Grade level: 8th

Length of lesson: 10 -14 Days

Content Standards

Students who demonstrate understanding can:

MS-PS4-1. Use mathematical representations to simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.[Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.[Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]

MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.[Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]

Big Ideas:

- A source of energy produces a mechanical wave when it causes a medium to vibrate
- Mechanical waves need a medium; electromagnetic waves can travel through space
- Waves demonstrate specific behaviors when they interact with their environment and other waves
- Waves can be used for communication purposes

Essential Question(s):

- How are waves formed?
- What are the parts of a wave (amplitude, etc...)
- What is the difference between mechanical waves and electromagnetic waves
- Describe the behavior of waves given a specific situation (i.e. When a wave hits a surface through which it cannot pass, it bounces back)
How waves used for communication purposes. Cite examples.

Student objectives (outcomes):

Students will be able to:

- Tell how waves are formed in real world applications.
- Define and label basic parts of the wave: amplitude, wavelength, frequency
- Describe the difference between mechanical and electromagnetic waves.
- Describe the behavior of waves.
- Explain how waves are used for communications and give examples.

Assessment Evidence

| Performance Task(s): | Other Evidence: |
|---|-----------------|
| <ul style="list-style-type: none">• LAB: Waves• Chapter Test | |

Learning Plan**Learning Activities:**

- Notes on Waves and Slinky Demo
- Bozeman Science Waves Video
- LAB: Quick Lab on Waves
- Notes on Electromagnetic Radiation
- Bozeman Science Electromagnet Radiation
- Phet Simulations Activity
- Review with whiteboards or small group discussions
- TEST

Resources:

- Waves Unit Online: <https://betterlesson.com/community/unit/12561/waves>
- Bozeman Science Youtube videos
- Science Spot: <http://sciencespot.net/Pages/kdzphysics.html>
- Phet Simulations: <https://phet.colorado.edu/en/simulations/category/physics>
- Physics Links and Info: <http://www.physicsclassroom.com/class/waves>
- Waves and Engineering Information:
https://www.teachengineering.org/view_lesson.php?url=collection/clem_lessons/clem_waves_lessons/clem_waves_lesson02.xml

- National Geographic Introduction to Waves:
http://education.nationalgeographic.com/archive/xpeditions/lessons/07/gk2/wavesintro.html?ar_a=1

Students who demonstrate understanding can:

MS-PS3-1.

Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement:

Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]

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. [Clarification

Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]

MS-PS3-3.

Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

MS-PS3-4.

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

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. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|---|---|
| <p>Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> • Develop a model to describe unobservable mechanisms. (MS-PS3-2) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> • Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS3-4) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> • Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (MS-PS3-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> • Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (MS-PS3-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds.</p> <ul style="list-style-type: none"> • Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (MS-PS3-5) <p style="text-align: right;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> | <p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> • Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (MS-PS3-1) • A system of objects may also contain stored (potential) energy, depending on their relative positions. (MS-PS3-2) • Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS3-3),(MS-PS3-4) <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> • When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5) • The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (MS-PS3-4) • Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> • When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2) <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> • The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (secondary to MS-PS3-3) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> • A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (secondary to MS-PS3-3) | <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> • Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (MS-PS3-1),(MS-PS3-4) <p>Systems and System Models</p> <ul style="list-style-type: none"> • Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems. (MS-PS3-2) <p>Energy and Matter</p> <ul style="list-style-type: none"> • Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). (MS-PS3-5) • The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS3-3) |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations (MS-PS3-4),(MS-PS3-5) | | |
|--|--|--|

| | |
|--|---|
| <p><i>Connections to other DCIs in this grade-band:</i></p> <p>MS.PS1.A (MS-PS3-4); MS.PS1.B (MS-PS3-3); MS.PS2.A (MS-PS3-1),(MS-PS3-4),(MS-PS3-5); MS.ESS2.A (MS-PS3-3); MS.ESS2.C (MS-PS3-3),(MS-PS3-4);MS.ESS2.D (MS-PS3-3),(MS-PS3-4); MS.ESS3.D (MS-PS3-4)</p> <p><i>Articulation of DCIs across grade-bands:</i></p> <p>4.PS3.B (MS-PS3-1),(MS-PS3-3); 4.PS3.C (MS-PS3-4),(MS-PS3-5); HS.PS1.B (MS-PS3-4); HS.PS2.B (MS-PS3-2); HS.PS3.A (MS-PS3-1),(MS-PS3-4),(MS-PS3-5);HS.PS3.B (MS-PS3-1),(MS-PS3-2),(MS-PS3-3),(MS-PS3-4),(MS-PS3-5); HS.PS3.C (MS-PS3-2)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i></p> | |
| RST.6-8.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-PS3-1),(MS-PS3-5) |
| RST.6-8.3 | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS3-3),(MS-PS3-4) |
| RST.6-8.7 | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS3-1) |
| WHST.6-8.1 | Write arguments focused on discipline content. (MS-PS3-5) |
| WHST.6-8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS3-3),(MS-PS3-4) |
| SL.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-PS3-2) |
| <i>Mathematics -</i> | |
| MP.2 | Reason abstractly and quantitatively. (MS-PS3-1),(MS-PS3-4),(MS-PS3-5) |
| 6.RP.A.1 | Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (MS-PS3-1),(MS-PS3-5) |
| 6.RP.A.2 | Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (MS-PS3-1) |
| 7.RP.A.2 | Recognize and represent proportional relationships between quantities. (MS-PS3-1),(MS-PS3-5) |
| 8.EE.A.1 | Know and apply the properties of integer exponents to generate equivalent numerical expressions. (MS-PS3-1) |
| 8.EE.A.2 | Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (MS-PS3-1) |
| 8.F.A.3 | Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (MS-PS3-1),(MS-PS3-5) |
| 6.SP.B.5 | Summarize numerical data sets in relation to their context. (MS-PS3-4) |