

Edmore Public School
706 Main St, Edmore, ND 58330

Physical Science Lesson Plan

Dates:

April 22 - 26, 2024

Time and Period:

10:30 - 11:22 AM, Third Period

Performance Standard:

HS-PS3-1

Create a mathematical model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2

Develop and use models to illustrate that energy is associated with motion and relative position of particles (objects).

HS-PS3-3

Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy

Monday, April 22

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| Topic | Lenses and Images, pp. 574 and 575 |
| Objectives | Observe images formed by a convex lens. |
| Bell Ringer | Draw <i>convex and concave lenses</i> . |
| Procedure / Instructional Delivery | Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity |
| Assessment | Completion of Lab Activity: Lenses and Images, pp. 574 and 575 |

Tuesday, April 23

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| Topic | Practice: Ray Diagram |
| Objectives | Determine the location, size, orientation, and type of image that is formed by the concave mirror. |
| Bell Ringer | What would be the LOST of the image formed by a concave mirror/lens? |
| Procedure / Instructional Delivery | Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity |

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| Assessment | Practice: Ray Diagram |
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| Wednesday, April 24 | |
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| Topic | PROJECT: Underwater Apple Light (Testing and PreLab) |
| Objectives | Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. |
| Bell Ringer | What is the speed of light when in the following media: air, water, and glass? |
| Procedure / Instructional Delivery | Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity |
| Assessment | Underwater Apple Light Worksheet |

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| Thursday, April 25 | |
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| Topic | PROJECT: Underwater Apple Light (Testing) |
| Objectives | Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. |
| Bell Ringer | What is the pattern that you see between wavelength and frequency of light between the three media? |
| Procedure / Instructional Delivery | Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity |
| Assessment | Underwater Apple Light Worksheet |

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| Friday, April 26 | |
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| Topic | PROJECT: Underwater Apple Light (Making of Presentation) |
| Objectives | Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. |
| Bell Ringer | Based on your analysis of the phenomenon of the underwater apple, what wave property determines the color of light? |
| Procedure / Instructional Delivery | Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity |

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| Assessment | PROJECT: Underwater Apple Light (Presentation Making) |
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