May 6B Gr. 8: Newton's Laws

Content Area: **Science**
Course(s):
Time Period: **May**
Length: **2 Weeks**
Status: **Published**

Unit Overview

The English mathematician Isaac Newton didn’t play baseball in the 17th century, but the laws of motion he developed explain why a ball can move in a straight line at a constant speed. In this concept, you will learn more about Newton's laws.

Enduring Understandings

Lesson Objectives

By the end of the lesson, students should be able to:

- Explain and apply Newton’s first law of motion.
- Explain and apply Newton’s second law of motion.
- Explain and apply Newton’s third law of motion.

Essential Questions

- **Overarching Question**
    - How can one explain and predict interactions between objects and within systems of objects?
- **Focus Question**
    - How can one predict an object’s continued motion, changes in motion, or stability?
- **Lesson Questions**
    - How does an object behave when no unbalanced force is applied to it, and why?
    - How are force, mass, and acceleration related?
    - How can a force pushing in one direction cause movement in the opposite direction?
- **Can You Explain?**

- How do objects at rest and in motion respond in the presence of an external, unbalanced force?

Instructional Strategies & Learning Activities

Science 8th grade Periods 2,3,4

Scientific Method and Lab report rubric

Four Frictions -Static, fluid, rolling sliding

Newton's Laws of Motion

Model Rocket Project

Objective(s)

Students will review in great detail the scientific method and all the sections of the lab report rubric

Goal(s)

Students will observe and gather data in support of Newtons Laws of Motion while building, launching and recovering an Estes Wizard Model Rocket.

The scientific method is often considered passe but the validity of its sequential, linear thought which streamlines the discovery process while identifying conceptual bias is undeniable. We will have a discussion about each section of the rubric and write practice pieces to gain experience in each section.

Procedures

Students will participate in various demonstrations, experiments and simulations to investigate different frictions and Newton's Laws of Motion.

Students have been given a 21 page manual on the correct procedures and format to write a lab report. Additionally, online instructions and tech support is provided via the Estes Rocket site.

Integration of Career Readiness, Life Literacies and Key Skills

Students will work in small groups or partnerships to conduct investigations, build models or prototypes and present findings.

Students will explore the engineering careers in space travel.

WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to

	maximize career potential.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Multiple solutions often exist to solve a problem.
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Technology and Design Integration

Technology is fully integrated using Discovery Techbook.

CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
CS.6-8.8.1.8.DA.5	Test, analyze, and refine computational models.
	People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
	Computer models can be used to simulate events, examine theories and inferences, or make predictions.

Interdisciplinary Connections

LA.RST.6-8	Reading Science and Technical Subjects
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
MA.6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LA.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).
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.WHST.6-8	Writing History, Science and Technical Subjects
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
MA.7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
MA.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
MA.6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.
MA.6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.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.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.W.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.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Differentiation

Struggling Students

1. Using a two-column chart, ask students to compare and contrast the terms *velocity* and *speed*, *mass* and *weight*, and *law* and *theory*.
2. Working in pairs, have students develop diagrams or demonstrations of each of Newton's laws, explaining or labeling all of the forces at work.

ELL

1. Assist students in identifying familiar prefixes and/or words within words for each glossary term (e.g., *inertia* is a Latin word that means "unskilled, inactive, or idle").
2. Encourage students to demonstrate their understanding by drawing concepts. For example, they can draw a ball rolling down a hill or a book sitting on a table and indicate all of the different forces acting on those objects.

Accelerated Students

1. Before they read the Core Interactive Text, have students use their previous knowledge of Newton's laws to give examples of balanced and unbalanced forces.
2. Challenge students to describe how consideration of Newton's laws would affect the design of deep-sea vehicles.

Differentiation in science can be accomplished in several ways. Once you have given a pre-test to students, you know what information has already been mastered and what they still need to work on. Next, you design activities, discussions, lectures, and so on to teach information to students. The best way is to have two or three groups of students divided by ability level.

While you are instructing one group, the other groups are working on activities to further their knowledge of the concepts. For example, while you are helping one group learn the planet names in order, another group is researching climate, size, and distance from the moon of each planet. Then the groups switch, and you instruct the second group on another objective from the space unit. The first group practices writing the order of the planets and drawing a diagram of them.

Here are some ideas for the classroom when you are using differentiation in science:

- Create a tic-tac-toe board that lists different activities at different ability levels. When students aren't involved in direct instruction with you, they can work on activities from their tic-tac-toe board. These boards have nine squares, like a tic-tac-toe board; and each square lists an activity that corresponds with the science unit. For example, one solar system activity for advanced science students might be to create a power point presentation about eclipses. For beginning students, an activity might be to make a poster for one of the planets and include important data such as size, order from the sun, whether it has moons, and so on.

- Find websites on the current science unit that students can explore on their own.

- Allow students to work in small groups to create a project throughout the entire unit. For example, one group might create a solar system model to scale. Another group might write a play about the solar system. This is an activity these groups can work on while they are not working directly with you.

Differentiation in science gets students excited to learn because it challenges them to expand their knowledge and skills, instead of teaching the whole group concepts they have already mastered

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

In addition to differentiated instruction, IEP's and 504 accommocations will be utilized.

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Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

See above

Formative Assessments

See assessments located in links above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See assessments located in links above.

Instructional Materials

See materials located in links above.

Discovery Techbook

Teacher made materials

Additional labs are available through NJCTL on-line curriculum

Standards

SCI.MS-PS3	Energy
SCI.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.
SCI.MS-PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
SCI.MS.PS3.A	Definitions of Energy
	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.
SCI.MS.ETS1.A	Defining and Delimiting an Engineering Problem
SCI.MS.ETS1.B	Developing Possible Solutions
SCI.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.
SCI.MS.PS3.B	Conservation of Energy and Energy Transfer