# April Grade 7: Unit 2C:  Refraction and Reflection

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

## Unit Overview

**Lesson Objectives**

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

- Design an experiment to test the refraction of light in water.
- Identify properties of different types of lenses.
- Describe why light refracts when it travels from one medium to another.

## Enduring Understandings

**Lesson Objectives**

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## Essential Questions

- **Overarching Question**
    - How are waves used to transfer energy and information?
- **Focus Question**
    - What are the characteristic properties and behaviors of waves?
- **Lesson Questions**
    - How do refracted light waves behave?
    - How does a lens affect the path of a light ray?

- **Can You Explain?**
    - How do light waves behave when they pass from one medium into another?

## Instructional Strategies & Learning Activities

### DISCOVERY TECHBOOK LESSONS:

- The Five E Instructional Model

  Science Techbook follows the 5E instructional model. As you plan your lesson, the provided Model Lesson includes strategies for each of the 5Es.

- Engage (45–90 minutes)

  Students are presented with examples of refraction in daily life, including the way light "bends" a straw in a glass of water and the formation of rainbows. Students begin to formulate ideas around the Can You Explain? (CYE) question.

- Explore (45 minutes)

  Students investigate questions about how light bends when interacting with different types of matter. Students complete a Hands-On Activity to investigate what variables affect refraction.

- Explain (45–90 minutes)

  Students construct scientific explanations to the CYE question by including evidence of how light is refracted by matter.

- Elaborate with STEM (45–90 minutes)

  Students apply their understanding of refraction as they engineer a better bubble, investigate different types of lenses, and calculate indices of refraction.

- Evaluate (45–90 minutes)

  Students are evaluated on the state science standards, as well as Standards in ELA/Literacy and Standards in Math standards, using Board Builder and the provided concept summative assessments.

## Integration of Career Exploration, Life Literacies and Key Skills

The students will work in teams and utilize the engineering and design process to design and build a periscope. They will make connections to how persicopes were used throughout history by scientists and the military.

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| 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. |
| TECH.9.4.8.CI.1 | Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). |
| TECH.9.4.8.CT.1 | Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). |
| TECH.9.4.8.CT.2 | Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). |
| TECH.9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. |
| TECH.9.4.8.DC.8 | Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). |
| TECH.9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| TECH.9.4.8.IML.7 | Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). |
| | 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. |
| | Multiple solutions often exist to solve a problem. |
| | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |

## Technolgy and Design Integration

-Google Chromebooks

-Online simulations

-Discovery Education

-Nearpod

-Craft materials and plastic reflective surfaces.

## Interdisciplinary Connections

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| 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.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. |
| 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.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.WHST.6-8.1 | Write arguments focused on discipline-specific content. |
| MA.7.EE.B | Solve real-life and mathematical problems using numerical and algebraic expressions and equations. |
| LA.WHST.6-8.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| 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 |

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| | 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. |

## Differentiation

**See differentiation suggestions in the above lessons.**

**Differentiation Strategies**

Struggling Students

1. Break the video segments into small pieces, stopping at important points and repeating segments, if necessary, to allow students time to jot down their information. For example, during the Mirrors and Lenses video, stop the video after each type of lens. Also, discuss each segment of the videos with the class rather than waiting until the end of the video.

ELL

1. Use ray diagrams to illustrate the path of light in a lens. Emphasize that the path of light bends, which is how lenses are able to make images larger or smaller.

Accelerated Students

1. Have students experiment with different lenses. What arrangement of lenses produces the largest images? What produces the smallest images? Can students use a lens to project light on a screen?

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.

## 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:**

Benchmark assessments will be given Decemnber and June.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

See assessments located in the unit link 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 the unit link above

## Instructional Materials

See materials located in Unit above.

Discovery Techbook

Teacher made materials

## Standards

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| SCI.MS-PS4 | Waves and Their Applications in Technologies for Information Transfer |
| SCI.MS-PS4-2 | Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.<br><br>Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.<br><br>Developing and Using Models<br><br>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.<br><br>Develop and use a model to describe phenomena. |
| SCI.MS.PS4.A | Wave Properties |
| SCI.MS.PS4.B | Electromagnetic Radiation<br><br>When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.<br><br>The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.<br><br>A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.<br><br>However, because light can travel through space, it cannot be a matter wave, like sound or water waves.<br><br>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. |