



Physical Science 6

Mrs. Duddles

Q2 – Motion, Forces, and Energy

Friday 01/22 – ½ Day PM Only

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

What do you know about kinetic energy? Explain and give examples from your Rube-Goldberg device.

Agenda:

- Work on Activity 12 “Kinetic and Potential Energy” book reading & questions
 - Read pgs 88 – 95 in ***Motion, Forces & Energy*** book
 - Answer questions 5 – 7; 9 – 16 & 20
 - Complete Vocabulary and Write Conclusion

Thursday 01/21

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

What two things would you need to know to calculate the power of a microwave oven?

Agenda:

- Work on the following & turn in for grading by end of class today:
 - Written explanation of each step in machine
 - Final design drawing; staple initial design drawing to this
- Work on Activity 12 “Kinetic and Potential Energy” book reading & questions
 - Read pgs 88 – 95 in **Motion, Forces & Energy** book
 - Answer questions 5 – 7; 9 – 16 & 20

Wednesday 01/20

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

What is power?

Agenda:

- Set up Rube-Goldberg machines in lab
- Present Rube-Goldberg projects
- Turn in the following for grading:
 - Written explanation of each step in machine
 - Final design drawing; staple initial design drawing to this
 - Make sure group member names are on these papers that you are turning in

Tuesday 01/19

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

What two factors do you need to know to calculate how much work was done?

Agenda:

- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Build and test Design #1 of your Rube-Goldberg device; revise design & rebuild if needed
 - Work on written description of each step in machine, presentation, and final design drawing
 - Be ready to present by Wednesday 01/20



Monday 01/18

**WCS District – No School
MLK Holiday**

Friday 01/15

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

What is the relationship between work and energy?

Agenda:

- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Build and test Design #1 of your Rube-Goldberg device; revise design & rebuild if needed
 - Work on written description of each step in machine, presentation, and final design drawing
 - Be ready to present by Wednesday 01/20

HW:

Copy Activity 12 “Kinetic and Potential Energy” set up in to Science notebook

Thursday 01/14

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

Work is done only while a force is being applied to an object and the object is moving. When does a person do work while skateboarding?

Agenda:

- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Build and test Design #1 of your Rube-Goldberg device
 - Work on written description of each step in machine
 - Run trials Wednesday 01/13 & Thursday 1/14
- **Turn in Fluid Power Challenge permission forms; due today**

Wednesday 01/13

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

If you push very hard on an object but it does not move, have you done work? Explain.

Agenda:

- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Build and test Design #1 of your Rube-Goldberg device
 - Work on written description of each step in machine
 - Run trials Wednesday 01/13 & Thursday 1/14
- **Turn in Fluid Power Challenge permission forms; due Thursday 01/14**

Tuesday 01/12

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

Define the terms work and energy.

Agenda:

- Fluid Power Challenge permission forms
- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Build and test Design #1 of your Rube-Goldberg device
 - Work on written description of each step in machine
 - Be ready to run trials by Wednesday 01/13 (6E) or Thursday 1/14 (6B)

Monday 01/11

Objectives:

- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.
- Students will describe different types of forces and explain the effect force has on motion.

Agenda:

- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Build and test Design #1 of your Rube-Goldberg device
 - Work on written description of each step in machine
 - Be ready to run trials by Wednesday 01/13

Friday 01/08

Objectives:

- Students will relate work to energy and power.
- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.

White Space Question:

Which type of levers change the direction of the input force?

Agenda:

- Start Activity 11 “Work, Energy, and Power” book reading and questions
 - Read pages 78 – 85; answer questions 5 – 9 and 11 – 13
 - Do Lesson Review on page 87

Thursday 01/07

Objectives:

- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

Why does an inclined plane reduce the amount of force needed to move an object?

Agenda:

- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Build and test Design #1 of your Rube-Goldberg device
 - Work on written description of each step in machine

Wednesday 01/06

Objectives:

- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

What is mechanical efficiency? Give the equation to find mechanical efficiency.

Agenda:

- Discuss and Review “Machines” HW packet
- Work on Rube-Goldberg project if time

Tuesday 01/05

Objectives:

- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

How do machines change the way work is done?

Agenda:

- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Build and test Design #1 of your Rube-Goldberg device
 - Work on written description of each step in machine

Monday 01/04

Objectives:

- Students will describe different types of simple machines.
- Students will describe how energy is conserved through transformation between different forms.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

What is a machine?

Agenda:

- Turn in “Machines” yellow packet for grading
- Continue work on Rube-Goldberg project (follow handout guidelines):
 - Review Rube-Goldberg project requirements, design and materials
 - Work on written description of each step in machine
 - Start building and testing Design #1 of your Rube-Goldberg device

HW: Copy Activity 11 “Work, Energy, and Power” set up in Science notebook

Monday 12/21 – Friday 01/01

WCS District – No School

**Have a safe and happy holiday
break!**

Friday 12/18 – ½ Day AM Only

Objectives:

- Students will describe how energy is conserved through transformation between different forms.
- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

Agenda:

- Shorten class for HOUSE Challenge
- Continue work on Rube-Goldberg project (follow handout guidelines):
- Work on “Machines” packet to help you review simple machines
- Review Rube-Goldberg project requirements, design and materials

HW: Work on “Machines” (yellow) packet to help you with Rube-Goldberg project; due Monday, 01/04/2016

Thursday 12/17

Objectives:

- Students will describe how energy is conserved through transformation between different forms.
- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

Agenda:

- Attend 6th Grade Ice Skating Activity

HW: Work on “Machines” (yellow) packet to help you with Rube-Goldberg project; due Monday, 01/04/2016

Wednesday 12/16

Objectives:

- Students will describe how energy is conserved through transformation between different forms.
- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

Agenda:

- Work on Rube-Goldberg project (follow handout guidelines):
 - Draw diagram of your machine following guidelines packet; be ready to turn in diagram @ end of class today
 - Begin work on written description of each step in machine
 - Bring in materials and flat 2x4 board

HW: Work on “Machines” (yellow) packet to help you with Rube-Goldberg project; due Monday, 01/04/2016

Tuesday 12/15

Objectives:

- Students will describe how energy is conserved through transformation between different forms.
- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

An apple hangs from the branch of a tree. What kind of energy does the apple have?

Agenda:

- Work on Rube-Goldberg project (follow handout guidelines):
 - Draw diagram of your machine following guidelines packet; be ready to turn in diagram @ end of class tomorrow Weds.
 - Begin work on written description of each step in machine
 - Bring in materials and flat 2x4 board

HW: Work on "Machines" (yellow) packet to help you with Rube-Goldberg project; due Monday, 01/04/2016

Monday 12/14

Objectives:

- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

Earth has a greater gravitational field than Mars. If an object were in free fall, on which planet would it travel faster?

Agenda:

- Turn in "Get Energized" (green) packet for grading due today
- Work on Rube-Goldberg project:
 - Follow Rube-Goldberg Project Guidelines handout
 - Draw diagram of your machine following guidelines packet
 - Begin work on written description of each step in machine
 - Bring in materials and flat 2x4 board

Friday 12/11

Objectives:

- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

What would happen to an object in orbit without gravity pulling down?

Agenda:

- Discuss and review Activity 10 Lab 2 “Free-Fall Distance” handout
- Work on Rube-Goldberg project:
 - Review Rube-Goldberg Project Guidelines handout
 - Draw diagram of your machine following guidelines packet
 - Begin work on written description of each step in machine

HW: Complete “Get Energized” packet to help you with Rube-Goldberg project; due Monday 12/14

Thursday 12/10

Objectives:

- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

How does distance affect gravitational force? How does mass affect gravitational force?

Agenda:

- Turn in Ice Skating Permission & Fluid Power Challenge Media Release forms due today 12/10
- Share and discuss individual Rube-Goldberg designs with your group
- Read and do questions in "Get Energized" HW packet to learn more about types of energy & energy transformations for Rube-Goldberg

HW: Complete Activity 10 Lab 2 "Free-Fall Distance" handout; due Friday 12/11

Wednesday 12/09

Objectives:

- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

How can you use the force of gravity in your Rube-Goldberg device?

Agenda:

- Turn in Ice Skating Permission & Fluid Power Challenge Media Release forms; last day Thursday 12/10
- Continue Activity 10 "Gravity and Motion" (6B)
 - Read pages 42 – 49 in **Motion, Forces, & Energy** book; Answer questions 5 – 13 (25 mins)
- Visit MMSTC Invention Convention and vote for best invention

HW: Complete Activity 10 Lab 2 "Free-Fall Distance" handout

Tuesday 12/08

Objectives:

- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

To calculate the gravitational force between two objects, what information do you need?

Agenda:

- Turn in Ice Skating Permission & Fluid Power Challenge Media Release forms
- Continue Activity 10 “Gravity and Motion”
 - Read pages 42 – 47 in ***Motion, Forces, & Energy*** book
 - Answer questions 5 – 13

Monday 12/07

Objectives:

- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

What type of force is gravity (contact or noncontact)? Explain.

Agenda:

- Discuss Ice Skating field trip & choose Fluid Power Challenge teams
- Continue Activity 10 “Gravity and Motion”
 - Discuss and review Activity 10 Lab 1 “Gravity and Distance”
 - Turn in Activity 10 Lab 1 handout for grading

Friday 12/04

Objectives:

- Students will describe the effect that gravity, such as Earth's gravity, has on matter.
- Students will describe different types of forces and explain the effect force has on motion.

White Space Question:

Imagine a person kayaking across a lake. Can you name a force pair at work?

Agenda:

- Discuss Rube-Goldberg Project (6B)
- Start Activity 10 “Gravity and Motion”
 - Work on Activity 10 Lab 1 “Gravity and Distance”
 - Follow directions in lab handout. Answer all questions.

Thursday 12/03

Objectives:

- Students will describe different types of forces and explain the effect force has on motion.
- Students will analyze how acceleration is related to time and velocity.

White Space Question:

If forces acting on an object are balanced, what is the net force?

Agenda:

- Finish Activity 9 “Forces” packet review (6B)
- Discuss Rube-Goldberg project & packet
- Set up Activity 10 “Gravity and Motion” in Science notebook

Wednesday 12/02

Objectives:

- Students will describe different types of forces and explain the effect force has on motion.
- Students will analyze how acceleration is related to time and velocity.

White Space Question:

What is the difference between contact forces and distance force?

Agenda:

- Continue Activity 9 “Forces”:
 - Finish discussion & review of “Forces” packet
 - Check your work please!

Tuesday 12/01

Objectives:

- Students will describe different types of forces and explain the effect force has on motion.
- Students will analyze how acceleration is related to time and velocity.

White Space Question:

What type of force is needed to change an object's motion?

Agenda:

- Continue Activity 9 “Forces”:
 - Discuss & review Lab 2 “Second Law of Motion – Energy Car Investigation B4”
 - Discuss & review “Forces” packet due today

Monday 11/30

Objectives:

- Students will describe different types of forces and explain the effect force has on motion.
- Students will analyze how acceleration is related to time and velocity.

White Space Question:

Why are arrows useful for representing forces?

Agenda:

- Continue Activity 9 “Forces”:
 - Discuss & review Lab 2 “Second Law of Motion – Energy Car Investigation B4”
 - Discuss & review “Forces” packet due today

Wednesday – Friday 11/25 – 11/27

WCS District – No School

Happy Thanksgiving!

Tuesday 11/24 – ½ Day PM Only

Objectives:

- Students will describe different types of forces and explain the effect force has on motion.
- Students will analyze how acceleration is related to time and velocity.

White Space Question:

State Newton's 2nd Law of Motion mathematically.

Agenda:

- Continue Activity 9 “Forces”
 - Finish Lab 2 “Second Law of Motion – Energy Car Investigation B4”
 - Discuss & review Lab 2

HW:

Work on “Forces” packet; due Monday 11/30

Monday 11/23

Objectives:

- Students will describe different types of forces and explain the effect force has on motion.
- Students will analyze how acceleration is related to time and velocity.

White Space Question:

How is a force a vector? Explain.

Agenda:

- Continue Activity 9 “Forces”
 - Finish Lab 2 “Second Law of Motion – Energy Car Investigation B4”; read & follow lab packet procedures
- Discuss Rube- Goldberg Project & packet; do Act. 1 Questions 1 – 4 in packet

HW:

Work on “Forces” packet; due Monday 11/30

Friday 11/20

Objectives:

- Students will describe different types of forces and explain the effect force has on motion.
- Students will analyze how acceleration is related to time and velocity.

White Space Question:

How does an object traveling in a circular motion demonstrate acceleration?

Agenda:

- Continue Activity 9 “Forces”
 - Start Lab 2 “Second Law of Motion – Energy Car Investigation B4”; read & follow lab packet procedures

HW:

Work on “Forces” packet; due Monday 11/30 after Thanksgiving break

Thursday 11/19

Objectives:

- Students will describe different types of forces and explain the effect force has on motion.
- Students will analyze how acceleration is related to time and velocity.

White Space Question:

Give an example of negative acceleration. Give an example of positive acceleration.

Agenda:

- Start Activity 9 “Forces”
 - Watch Balloon Action class demo
 - Do Lab 1 “First Law of Skateboarding”

Wednesday 11/18

Objectives:

- Students will analyze how acceleration is related to time and velocity.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

What information does the slope of a distance-time graph give you about an object's motion?

Agenda:

- Take Distance, Time, and Speed quiz
- When done, turn in quiz & read silently for remainder of class

HW:

- Set up Activity 9 "Forces" in Science notebook if you forgot to do so on Tuesday
- Bring in skateboard and stuff animal by tomorrow

Tuesday 11/17

Objectives:

- Students will analyze how acceleration is related to time and velocity.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

Give an example of acceleration in which an object DOES NOT speed up.

Agenda:

- Continue work on Activity 8 “Acceleration”
 - Finish book questions 5 – 11 on pages 20 – 25; Answer Analysis Questions 1 – 3; Discuss and Review

HW:

- Study for quiz on Distance, Time and Speed Wednesday 11/18
- Set up Activity 9 “Forces” in Science notebook

Monday 11/16

Objectives:

- Students will analyze how acceleration is related to time and velocity.
- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

What is a vector? Give an example.

Agenda:

- Set up Activity 8 “Acceleration” in Science notebook
- Read pages 20 – 25 in ***Motion, Forces and Energy*** book. Answer questions 5 - 11.

HW:

- Study for quiz on Distance, Time and Speed Wednesday 11/18
- Remember to bring skateboard & stuffed animal for Activity 8 lab if you forgot to bring them today

Friday 11/13 – ½ Day AM Only

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

What would a line on a graph look like if a runner ran at a constant speed, stopped for a drink, and then ran faster than before?

Agenda: (For 6B; 6E not @ Butcher today)

- Work on Activity 7 “Motion and Speed”
 - Discuss and Review Lab 3
 - Answer questions 6 – 8 from lab packet
 - Review for Distance, Time, and Speed quiz

HW:

- Study for quiz on Distance, Time and Speed next Monday 11/16
- Remember to bring skateboard & stuff animal for Activity 8 lab

Thursday 11/12

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

What would a line on a graph look like if a runner ran at a constant speed, stopped for a drink, and then ran faster than before?

Agenda: (For 6E; 6B @ DIA Field Trip)

- Work on Activity 7 “Motion and Speed”
 - Discuss and Review Lab 3
 - Answer questions 6 – 8 from lab packet
 - Review for Distance, Time, and Speed quiz

HW:

- Study for quiz on Distance, Time and Speed next Monday 11/16
- Remember to bring skateboard & stuff animal for Activity 8 lab

Wednesday 11/11

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

On a distance-time graph, how would you show a stop?

Agenda:

- Work on Activity 7 “Motion and Speed”
 - Finish Lab 3 Create a Distance – Time Graph (15 mins)
 - Create Distance-Time graphs for two scenarios
 - Answer questions 6 – 8 from lab packet
 - Discuss and Review Lab 3
 - Turn in Distance – Time Graph for grading
 - **Quiz on Distance, Time and Speed next Monday 11/16**

Tuesday 11/10

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

What is the meaning of the slope of your distance vs. time graph?

Agenda:

- Short classes for HOUSE Challenges
- Work on Activity 7 “Motion and Speed”
 - Finish Lab 3 Create a Distance – Time Graph
 - Create Distance-Time graphs for two scenarios
 - Answer questions 6 – 8 from lab packet

Monday 11/09

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

How do you find the slope of a line?

Agenda:

- Work on Activity 7 “Motion and Speed”
 - Finish review of Lab 2 Position, Time, Speed
 - Start Lab 3 Create a Distance – Time Graph

Friday 11/06

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

If two dogs are moving in the same direction but at different speeds, what can you say about their velocity?

Agenda:

- Work on Activity 7 “Motion and Speed”
 - Finish Lab 2 Position, Time, Speed
 - Discuss and Review Lab 2 Position, Time, Speed

Thursday 11/05

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

It takes an athlete 15 s to run a 50 m race. Is that enough information to calculate speed?

Agenda:

- Work on Activity 7 “Motion and Speed”
 - Finish Lab 2 Position, Time, Speed
 - Complete Part 3 of Lab 2: Answer questions a – g
 - Notebook Check: Activity 7 set up, Lab 1 & Lab 2

Wednesday 11/04

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

If two scooters are moving at the same speed but in opposite directions, is their velocity the same?

Agenda:

- Helicopter fundraiser money? Pizza party for winning House!
Raffle tickets due Thursday 11/05
- Work on Activity 7 “Motion and Speed”
 - Start Lab 2 Position, Time, Speed
 - Collect data & do Part 3 Questions a - g

Tuesday 11/03

**WCS District –
No School/Election Day**

Monday 11/02

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

What is speed? What is velocity?

Agenda:

- Helicopter fundraiser money? Pizza party for winning House!
- New Seating Chart
- Work on Activity 7 “Motion and Speed”
 - Discuss & Review Lab 1 Average Speed using Energy Car
 - Set up Lab 2 Position, Time, Speed

Friday 10/30 – ½ Day PM Classes Only

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

A runner runs a distance of 50 meters in 10 seconds, what is her average speed?

Agenda:

- Helicopter ride fundraiser money? Pizza party for winning House!
- Work on Activity 7 “Motion and Speed”
 - Finish Lab 1 Average Speed using Energy Car kit

Thursday 10/29

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

When measuring short distances, what unit of measurement should we use in science class? How do we measure long distances in the US?

Agenda:

- Helicopter ride fundraiser money? Pizza party for winning House!
- Work on Activity 7 “Motion and Speed”
 - Continue Lab I Average Speed using Energy Car kit

Wednesday 10/28

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will be able to show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

What is an independent variable?

Agenda:

- Helicopter ride fundraiser money? Pizza party for winning House!
- Continue Activity 7 “Motion and Speed”
 - Start Lab 1 Average Speed using Energy Car kit

Tuesday 10/27 - Shorten class for HOUSE mtg & speaker

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will be able to show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

When giving the position of Butcher, what are two reference points that you can use?

Agenda:

- Bunny fundraiser money? Helicopter ride fundraiser money?
- Watch intro video NHL Hockey Kinematics (position, velocity & acceleration) – 6E
- Continue Activity 7 “Motion and Speed”
 - Start Lab I Average Speed using Energy Car kit

Monday 10/26

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will be able to show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

How do you measure speed?

Agenda:

- Bunny fundraiser money? Helicopter ride fundraiser money?
- Continue Activity 7 “Motion and Speed” book reading and questions
- Watch intro video NHL Hockey Kinematics (position, velocity & acceleration)

Friday 10/23

Objectives:

- Students will learn about bullying prevention and intervention

White Space Question:

What is motion?

Agenda:

- Mrs. Duddles out for 7th Grade Field Trip to Cranbrook
- Watch Anti-Bullying videos
 - [Bullying Information Video](#)
 - [Bully Virus Video](#)
 - [Anti Bully Heroes](#)
- Read silently for remainder of class

Thursday 10/22

Objectives:

- Students will understand the concepts of distance, time and speed.
- Students will be able to show the relationship of distance, time and speed using a distance-time graph.

White Space Question:

What is position?

Agenda:

- Bunny fundraiser money? Helicopter ride fundraiser money?
- Start Activity 7 “Motion and Speed” book reading & questions
 - Read pages 4 – 9; Answer questions 1 – 9