

# FORCE AND MOTION

NEXT GENERATION SCIENCE STANDARDS

**Day 3/103**

**Feb. 13, 2019**

**At the end of today's lesson you will:**

- How do forces affect motion?

**Classwork-**

- Force and Motion 4.3 Activity 1
- Students conclude the Science Seminar and the unit by writing a scientific argument about whether a difference in the friction of the surface or the masses of the model vehicles might have affected the results of the collision scene in Claire's movie. Students first consider the role of reasoning in building a convincing argument, then use the Reasoning Tool to make explicit how pieces of supporting evidence are connected to their chosen claim. Having organized their thinking using this tool, students write a scientific argument.
- Students' final written arguments also serve as three dimensional performance assessments, with rubrics (Iceworld Revenge Scientific Argument Template) provided to indicate student progress with unit-specific science concepts, crosscutting concepts, and the science practices of Constructing Explanations; Engaging in Argument from Evidence; and Obtaining, Evaluating, and Communicating Information.
- Students who have understood the key concepts in the unit and reasoned with the evidence accordingly should be able to make an argument for either claim. Students end the lesson by investigating kinetic energy and how it relates to the motion of objects..

**Homework-**

- Complete your scientific argument in Google Docs (Due 2/14).
- End of Unit Assessment tomorrow.

