


Needwood Middle School Daily Agenda/Lesson Plan

Teacher(s): Gainous/Pruitt	Date:1/21 Day 1: Friction Notes/Gravity notes
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none"> ● Define a force ● Recall and define the four forces we discussed ● Recall what can cause each force to be stronger that is different between the forces ● Recall what can cause each force to be stronger that all forces have in common ● Describe an example for each force from real life ● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	<ul style="list-style-type: none"> 📄 Unit 10: Types of Forces Notes 📄 Unit 10: Types of Forces Notes Types of Forces Reading Passage

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Teacher(s): Gainous/Pruitt	Date: 1/22 Day 2: Phet Lab Gravity Force
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none">● Define a force● Recall and define the four forces we discussed● Recall what can cause each force to be stronger that is different between the forces● Recall what can cause each force to be stronger that all forces have in common● Describe an example for each force from real life● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	 Phet gravity force sim Gravity Simulation

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Teacher(s): Gainous/Pruitt	Date: 1/23 Achieve "A Flying Car... Finally!"/Mini Poster Project
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none"> ● Define a force ● Recall and define the four forces we discussed ● Recall what can cause each force to be stronger that is different between the forces ● Recall what can cause each force to be stronger that all forces have in common ● Describe an example for each force from real life ● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	Achieve "A Flying Car... Finally!"/Types of Forces Mini Poster Project

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Teacher(s): Gainous/Pruitt	Date:1/24 Day 4: Types of Forces Mini Poster Project
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none">● Define a force● Recall and define the four forces we discussed● Recall what can cause each force to be stronger that is different between the forces● Recall what can cause each force to be stronger that all forces have in common● Describe an example for each force from real life● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	Types of Forces Mini Poster Project

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Teacher(s): Gainous/Pruitt	Date: 1/27 Types of Forces Research/Scavenger Hunt
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none"> ● Define a force ● Recall and define the four forces we discussed ● Recall what can cause each force to be stronger that is different between the forces ● Recall what can cause each force to be stronger that all forces have in common ● Describe an example for each force from real life ● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	Types of Forces Research/Scavenger Hunt

**Needwood Middle School
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Teacher(s): Gainous/Pruitt	Date: 1/28 Types of Forces Research/Scavenger Hunt
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none">● Define a force● Recall and define the four forces we discussed● Recall what can cause each force to be stronger that is different between the forces● Recall what can cause each force to be stronger that all forces have in common● Describe an example for each force from real life● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	Types of Forces Research/Scavenger Hunt

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Teacher(s): Gainous/Pruitt	Date: 1/29 Study Guide/Review For Test
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none"> ● Define a force ● Recall and define the four forces we discussed ● Recall what can cause each force to be stronger that is different between the forces ● Recall what can cause each force to be stronger that all forces have in common ● Describe an example for each force from real life ● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	Study Guide Escape Room Review

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Teacher(s): Gainous/Pruitt	Date: 1/30 Day 8: Test
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none">● Define a force● Recall and define the four forces we discussed● Recall what can cause each force to be stronger that is different between the forces● Recall what can cause each force to be stronger that all forces have in common● Describe an example for each force from real life● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	Test on Pear Assessment

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Teacher(s): Gainous/Pruitt	Date: 1/31 Day 9: GICCA Field Trip
Standards:	S8P5a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Learning Target:	I can describe the effect of forces acting on objects and argue that forces can affect these objects because of invisible fields that exist between them, even without touching.
Success Criteria:	<ul style="list-style-type: none"> ● Define a force ● Recall and define the four forces we discussed ● Recall what can cause each force to be stronger that is different between the forces ● Recall what can cause each force to be stronger that all forces have in common ● Describe an example for each force from real life ● Describe an example of moving something without actually touching it.
Activity(ies)/Assignment with Text and/or Links:	Field Trip Finish any missing work