Needwood Middle School
2024-2025
Daily Agenda/Lesson Plan

Teacher(s): Pruitt, Gainous, Latta, Walker	Date: 2/24 Day 1: Test/Make Up Work
Standards:	**S8P4f** Develop and use a model (e.g., simulations, graphs, illustrations) to predict and describe the relationships between wave properties (e.g., frequency, amplitude, and wavelength) and energy.
Learning Target:	I can draw a model of each wave and describe how it is observed, so that I can relate these properties to changes in energy in the next two units.

Success Criteria:	☐ **Define a wave**
	☐ **Describe the effect of energy on a wave's shape**
	☐ **Draw a transverse and longitudinal wave**
	☐ **Label the crest, trough, amplitude, and wavelength**
	☐ **Describe the shape of a transverse wave and its motion**
	  ☐ **label the crests, trough, amplitude, and wavelength**
	☐ **Describe the shape of a longitudinal wave and its motion**
	  ☐ **label the compression, rarefaction, and wavelength**

Activity(ies)/Assignment with Text and/or Links:	Finish Unit 11 Test Finish Unit 11 divider Finish Progress Learning

Needwood Middle School
2024-2025
Daily Agenda/Lesson Plan

Teacher(s):Pruitt, Gainous, Latta, Walker	Date: 2/25 Day : Waves Intro/Notes/Poster
Standards:	**S8P4f** Develop and use a model (e.g., simulations, graphs, illustrations) to predict and describe the relationships between wave properties (e.g., frequency, amplitude, and wavelength) and energy.
Learning Target:	I can draw a model of each wave and describe how it is observed, so that I can relate these properties to changes in energy in the next two units.

Success Criteria:	☐ **Define a wave**
	☐ **Describe the effect of energy on a wave's shape**
	☐ **Draw a transverse and longitudinal wave**
	☐ **Label the crest, trough, amplitude, and wavelength**
	☐ **Describe the shape of a transverse wave and its motion**
	  ☐ **label the crests, trough, amplitude, and wavelength**
	☐ **Describe the shape of a longitudinal wave and its motion**
	  ☐ **label the compression, rarefaction, and wavelength**

Activity(ies)/Assignment with Text and/or Links:	Waves Notes 2023 Waves Cheat Sheet PHET waves intro.docx

Needwood Middle School

2024-2025
Daily Agenda/Lesson Plan

Teacher(s): Pruitt, Gainous, Latta, Walker	Date: 2/26 Day 3: Waves Phet Lab/Poster
Standards:	**S8P4f** Develop and use a model (e.g., simulations, graphs, illustrations) to predict and describe the relationships between wave properties (e.g., frequency, amplitude, and wavelength) and energy.
Learning Target:	I can draw a model of each wave and describe how it is observed, so that I can relate these properties to changes in energy in the next two units.

Success Criteria:	☐ **Define a wave**
	☐ **Describe the effect of energy on a wave's shape**
	☐ **Draw a transverse and longitudinal wave**
	☐ **Label the crest, trough, amplitude, and wavelength**
	☐ **Describe the shape of a transverse wave and its motion**
	  ☐ **label the crests, trough, amplitude, and wavelength**
	☐ **Describe the shape of a longitudinal wave and its motion**
	  ☐ **label the compression, rarefaction, and wavelength**

Activity(ies)/Assignment with Text and/or Links:	Waves Notes 2023 Wave Parts Poster

Needwood Middle School
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Teacher(s): Pruitt, Gainous, Latta, Walker	Date: 2/27 Day 4: Achieve/BrainPop
Standards:	**S8P4f** Develop and use a model (e.g., simulations, graphs, illustrations) to predict and describe the relationships between wave properties (e.g., frequency, amplitude, and wavelength) and energy.
Learning Target:	I can draw a model of each wave and describe how it is observed, so that I can relate these properties to changes in energy in the next two units.

Success Criteria:	☐ **Define a wave**
	☐ **Describe the effect of energy on a wave's shape**
	☐ **Draw a transverse and longitudinal wave**
	☐ **Label the crest, trough, amplitude, and wavelength**
	☐ **Describe the shape of a transverse wave and its motion**
	  ☐ **label the crests, trough, amplitude, and wavelength**
	☐ **Describe the shape of a longitudinal wave and its motion**
	  ☐ **label the compression, rarefaction, and wavelength**

Activity(ies)/Assignment with Text and/or Links:	Achieve, "A Tsunami, Where?" BrainPop Wave Quiz and Challenge

Needwood Middle School
2024-2025
Daily Agenda/Lesson Plan

Teacher(s): Pruitt, Gainous, Latta, Walker	Date: 2/28 Day 4: Achieve/BrainPop
Standards:	**S8P4f** Develop and use a model (e.g., simulations, graphs, illustrations) to predict and describe the relationships between wave properties (e.g., frequency, amplitude, and wavelength) and energy.
Learning Target:	I can draw a model of each wave and describe how it is observed, so that I can relate these properties to changes in energy in the next two units.

Success Criteria:	☐ **Define a wave**
	☐ **Describe the effect of energy on a wave's shape**
	☐ **Draw a transverse and longitudinal wave**
	☐ **Label the crest, trough, amplitude, and wavelength**
	☐ **Describe the shape of a transverse wave and its motion**
	  ☐ **label the crests, trough, amplitude, and wavelength**
	☐ **Describe the shape of a longitudinal wave and its motion**
	  ☐ **label the compression, rarefaction, and wavelength**

Activity(ies)/Assignment with Text and/or Links:	Achieve, "A Tsunami, Where?" BrainPop Wave Quiz and Challenge