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| **Goal 1:** Structure of the eye, the function of each and conditions that affect sight |  Read the [CK12 Flexbook on “Vision”](https://www.ck12.org/book/CK-12-Physical-Science-For-Middle-School/section/22.3/) and the link on [“How the Eyes Work”](http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1730#1). Read about the [cones and rods](https://faculty.washington.edu/chudler/retina.html) within the eye. Update your note guide by answering the learning targets. |
| Watch [Video #1](https://youtu.be/BEtdh-G8wFE) and [Video #2](https://youtu.be/RE1MvRmWg7I) to learn more about the structure of the eye and the job of each. |
| Choice A – [Quizlet Flashcards](https://quizlet.com/_1fb28e) | Choice B – [Anatomy of the Eye Interactive Labeling Activity](http://www.visiondirect.co.uk/the-human-eye) |
| Choice A – On your Smartphone, download [Eye Decide by Orca Health](https://appadvice.com/app/eye-decide-education-engagement/454280553). Explore the app and all that it offers. | Choice B – [Parts of the Eye PowerPoint](http://mcdowellsoundlightwaves.weebly.com/uploads/2/1/2/4/21242264/structure_of_the_eye_powerpoint_pdf_format.pdf) |
| Modeling the Eye Challenge – Find a partner from another area of the room and challenge them to a timed competition. Draw the eye and label each part, 5 times. See who completes the challenge first.  |
| Science Talks – The loser of the Model the Eye Challenge will begin by selecting a part of the eye and explaining to his/her partner the function. The winner will make give feedback about accuracy. Switch roles when done. |
| Learn about sight loss by selecting from the 2 choice to the right | Choice A – Watch [Video #1](https://youtu.be/6JDgzAqxJyA) | Choice B - See what TeensHealth has to say on their [website](http://kidshealth.org/en/teens/visual-impairment.html) about vision impairment | Choice C – Go to [the Prevent Blindness website](https://www.preventblindness.org/eye-problems). Select 2-3 eye problems and discover the cause/effect for each.  |
| ***Enrichment Opportunity: EMS/Light/Sight******→*** | Watch [Video #1](https://youtu.be/9PRRUgoTSro?list=PLC4Twbo4B-F4vph00wASzP4VcZ9SjXl0o) and [Video #2](https://youtu.be/DOsro2kGjGc) about the behaviors of waves  | Refer back to your Waves note guide for a refresher on the behavior of waves | Think critically about why a green plant is green. |
| Image result for assess | Check Up – Your goal for content mastery is 80% or better on the assessment | Choice A – Move to Goal #2 if you showed content mastery | Choice B – Practice labeling the parts of the eye with the [Interactive Quiz](http://www2.highlands.edu/academics/divisions/scipe/biology/faculty/hargett/2121rev5/eydiqz.htm) | Choice C – Find a peer or your teacher for small group remediation and review in preparation for credit recovery |
| **Goal 2:** **Compare and contrast types of waves** | Refresh your memory on the “[Electromagnetic Spectrum” CK12 Flexbook](https://www.ck12.org/book/CK-12-Physical-Science-For-Middle-School/section/21.3/) and then visit the [NASA website](https://imagine.gsfc.nasa.gov/science/index.html). Look over the [CK12 Flexbook on “Light”](https://www.ck12.org/book/CK-12-Physical-Science-For-Middle-School/section/22.1/) when you are done. Update your note guide. |
| Step 1 – Go to the [Electromagnetic Spectrum website](http://www.darvill.clara.net/emag/) and explore each page as you look for two examples of each wave type.  | Step 2 – Create your own funny saying which orders the types of waves found on the EMS, based on the wave frequency. Record the saying for ***visible*** ***light*** also.  | Step 3 – Share your funny sayings with your neighbors and vote on the most original which will also be the easiest to memorize. Be ready to share your selection with the class.  | Step 4 – On your note guide, select the funny saying that works best for you. Record it onto your note guide and add examples of each wave type as well. |
| Image result for venn diagram icon | **Compare and Contrast Activity** – Ask your teacher for one sheet of construction paper and a set of markers. With your partner, create 4 separate Venn diagrams where two waves from the EMS are analyzed. Be ready to select one Venn Diagram to share with the class.  |
| Image result for assess | Check Up – Your goal for content mastery is 80% or better on the assessment  | Choice A – Move to “Quiz Preparations” if you showed content mastery | Choice B – Quizlet digital flashcards* [EMS set](https://quizlet.com/_1fb2nj)
* [Visible light spectrum set](https://quizlet.com/_3lzky0)
 | Choice C – Find a peer or your teacher for small group remediation and review in preparation for credit recovery |

**Quiz Preparations**

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| Image result for quiz icon | Step 1 - Spend 15 minutes working on filling in the appropriate answers to the study guide. DO NOT use your note guide or any other resource!  | Step 2 – Spend another 10 minutes in Science Talks with your peers and note guide. Use the [answer key](http://mcdowellsoundlightwaves.weebly.com/light-6p122.html) to check your answers and fill in missing responses or make necessary changes. It can be found at the bottom of the page | Step 3 – Play Quizizz in class and try to score 80% or better. Your teacher will provide you with the class code. | Step 4 - Take your quiz and post your answers to Edmodo. Your teacher will provide you with directions for credit recovery if you score below an 80%. |