

Grade 2 Scientific Inquiry Performance Task: Magnetic Forces

Science Standards:

2.2 Interaction and Change: Living and non-living things change.

2.2P.1 Compare and contrast how objects and materials respond to magnetic forces.

2.3 Scientific Inquiry: Scientific inquiry is a process used to explore the natural world using evidence from observations and investigations.

2.3S.1 Observe, measure, and record properties of objects and substances using simple tools to gather data and extend the senses.

2.3S.2 Make predictions about living and non-living things and events in the environment based on observed patterns.

2.3S.3 Make, describe, and compare observations, and organize recorded data.

Learning Targets:

- ☉ I can show that objects will respond differently to magnetic forces.
- ☉ I can explain whether an object will be attracted to a magnet, based on what it is made of.

Language Target:

- ☉ I can use transition words to compare and contrast magnetic and non-magnetic surfaces.

Language Vocabulary:

Compare words: just like, like, the same as, similar to

Contrast words: but, on the other hand, however, even though

Sentence Frames (examples):

The object is magnetic contrast word the second object is not.
(The paper clip is magnetic however the paper is not.)

The object is magnetic compare word the second object.
(The paper clip is magnetic just like the key.)

Performance Task For Magnetism

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Performance Task For Magnetism:

Electricity and Magnetism in Biology and Medicine Ferdinando Bersani, 2012-12-06 In the last few decades the research on bioelectromagnetics has expanded worldwide About one thousand researchers are now working in the field in a variety of institutions throughout the world including medical biological engineering and technical laboratories and protection agencies After many years of research a clear picture is now emerging Initially the research was mainly interested in the therapeutic applications of ELF electric and magnetic fields and the RF range was mainly taken into consideration with respect to thermal effects only Then the growing body of biological effects of ELF fields on cells and biological tissues particularly for the repair processes in bone have drawn the attention of researchers to non thermal effects ranging from static fields to microwaves A specific field of interest that has been the object of a large debate in the last twenty years has been the potential health risk associated with electric power production and distribution and more recently with domestic and industrial appliances In the last few years the explosion of the market for cellular phones has highlighted the issue of possible health dangers related to their use and to the widespread presence of base stations The first World Congress on Electricity and Magnetism in Biology and Medicine was held in Orlando Florida in 1992 and collected the widest amount of contributions from almost all the major researchers involved in the field *An Introduction to Parapsychology, 5th ed.* Harvey J. Irwin, Caroline A. Watt, 2007-03-07 This is a thoroughly updated and revised edition of our highly acclaimed university textbook on the science of parapsychology The objective of this book is to provide an introductory survey of parapsychologists efforts to explore the authenticity and bases of anomalous apparently paranormal phenomena It outlines the origins of parapsychological research and critically reviews investigations of extrasensory perception psychokinesis poltergeist phenomena near death and out of body experiences and the evaluation of parapsychology as a scientific enterprise Instructors considering this book for use in a course may request an examination copy here **Harcourt Science: Physical science, [grade] 4, Units E and F, teacher's ed. [v. 18]. Life science, [grade] 5, Units A and B, teacher's ed**, 2000 *Activities Linking Science with Math, K-4* John Eichinger, 2009-05-15 Science does not exist in a vacuum and therefore shouldn't be taught that way In that spirit *Activities Linking Science With Math K 4* is a hands on guide for preservice and inservice elementary school teachers who want to connect science instruction with other areas of study including visual arts social sciences language arts and especially math *Performance Assessment* Brian McLean Semple, 1992 The second International Assessment of Educational Progress focused on the mathematics and science achievement of 13 year olds Performance assessments were used as part of the overall assessment in four countries England Scotland Soviet Union and Taiwan and five Canadian provinces The performance assessment approach drew heavily on the experience of the United Kingdom in such assessments but added features to meet the needs of an international study The performance tasks required students to apply concepts observe measure manipulate equipment and materials and record and

interpret data Approximately 3 000 students participated in the 1991 mathematics and science assessments Scores varied widely from task to task and from country to country Relative performance of countries and provinces generally differed from those identified by written curriculum based tests A major lesson learned from the experimental test administration is that this form of performance assessment can be used reliably in international comparative studies although at an estimated cost three to four times greater than that for an equivalent number of written test questions Sample mathematics and science tasks are included and there is an appendix on problem solving in mathematics that describes outcomes produced by Scottish students SLD *International handbook of teachers and teaching* Bruce J. Biddle, Thomas L. Godd, Ivor F. Goodson, 1997

The Content Of Science: A Constructivist Approach To Its Teaching And learning Australia. Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, 2013-11-26 First published in 1994 Leading scholars in science education from eight countries on four continents and expert practising science teachers primary and secondary wrote about the teaching and learning of particular science content or skills and hence how different science content requires different sorts of teaching and learning Having shared the papers they then met to discuss them and subsequently revised them The result is a coherent set of chapters that share valuable insights about the teaching and learning of science Some chapters consider the detail of specific topics e g floating and sinking soil and chemical change some describe innovative procedures others provide powerful theory Together they provide a comprehensive analysis of constructivist learning and teaching implications High Field Magnetism F. Herlach, J.J.M. Franse, 2016-06-03 High Field Magnetism covers the proceedings of the 2nd International Symposium on High Field Magnetism held in Leuven Belgium on July 20 23 1988 The book focuses on magnetism superconductivity superconductors and magnetic properties The selection first offers information on DC laboratory electromagnets and design of magnet coils for semi continuous magnetic fields Discussions focus on resistive and hybrid magnets power stress and homogeneity of the field The book then examines production of ultra high magnetic fields and their application to solid state physics laboratory facility for the magnetic flux compression systems using large explosives and production of repeating pulsed high magnetic field The book takes a look at an electronic monitoring system for hybrid magnets non destructive quasi static pulsed magnetic fields at Toulouse and high field laboratory for superconducting materials at the Institute for Materials Research at Tohoku University The manuscript then ponders on high magnetic field facility at Osaka University advances in high field magnetism at Osaka and status and prospects of superconducting Chevrel phase wires for high magnetic field applications The selection is a dependable reference for readers interested in high field magnetism *The Content Of Science: A Constructive Approach To Its Teaching And Learning* Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, Australia., 2012-11-12 A group of science educators with experience of being involved in curriculum development and in conducting extensive research on many aspects of teaching and learning science have combined their findings in this volume Each author has conducted research

into his or her own area of science education and presents the implications of this research for a specific area of science teaching The experiences of members of the Monash Children s Science Group specifically three primary teachers and one biology teacher have also been included so as to present the voices of teachers for whom writing a personal account of their teaching is often an unappealing task Harcourt Science: Physical science, [grade] 5, Units E and F, teacher's ed ,2000

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couchi). Order: Salientia Family: Pelobatidae (spadefoots) Other common name: spadefoot toad. Spanish names: sapo con espuelas ... Spadefoot toad | burrowing, nocturnal, desert 3 days ago — All spadefoot toads are classified in the family Pelobatidae. Spadefoot toads have a broad, horny “spade” projecting from the inside of each Pelobatidae - European Spadefoot Toad Family - Apr 21, 2017 — The family Pelobatidae is the European Spadefoot toads but they aren't just found in Europe, they are also found in Asia and Northern Africa.