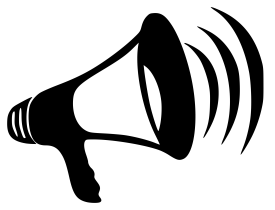
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Plan** | | | | | | | | | | | |
| **Grade(s): 3** | | **Unit Focus: Hearing and Sounds** | | | | | **Unit Dates: Jan to end of Feb** | | | **Teacher: Miss. H** | |
| Overview:The hearing and sound unit is made up of 11 lessons and one-unit test. We have many experiments and inquiry activities to ensure that the students are growing their curiosity and confidence in their personal abilities to explore science material. We complete many different concepts through different mediums. Using worksheets, the smart board, experiments, and conversations to explore and discuss the content I am able to cover all learning abilities. | | | | | | | | | | | |
| Rationale:Through using multiple teaching strategies, I am able to align my teaching with the learning styles of the students. There are many different opportunities for the students to learn in the ways that best fit them. I have incorporated the use of the smart board in many of my lessons to intergrade the 21st century learner into the unit. The students will learn to question and be critical about the material through the use of the activities on the smart board. The students will have the opportunity to conduct experiments, research, and create their own sound making device. Practicing the skills, attitudes and understandings that are expected in the grade 3 science program of studies. | | | | | | | | | | | |
| Objectives / Learner Outcomes: *Students will*:   1. Identify examples of vibration. 2. Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound. 3. Recognize that there are ways of measuring  the loudness of sounds and that loud sounds pose a danger to the ear. 4. Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound. 5. Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings. 6. Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced. | | | | | 1. Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions. 2. Describe how the human ear senses vibrations. 3. Compare the range of hearing in humans to that in other animals; e.g., dogs and bats. 4. Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics. 5. Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging. 6. Construct and evaluate different kinds of soundproofing and sound-amplifying devices. 7. Explain the role that sound plays in communication. | | | | | | |
| Key Teaching and Learning Activities: -Smart board activities  -Instrument creation | | | | | -Movie  -Sound experiments  -KWL Chart | | | | | | |
| **Resources:**  **Alberta Program of Studies**  **The Magic School Bus Inside the Haunted House**  **Edmonton Public Schools Hearing and Sounds Unit D**  [**http://www.dangerousdecibels.org/virtualexhibit/1whatsthatsound.html**](http://www.dangerousdecibels.org/virtualexhibit/1whatsthatsound.html)    [**http://www.amplifon.ie/interactive-ear/index.html**](http://www.amplifon.ie/interactive-ear/index.html)  [**http://www.dangerousdecibels.org/virtualexhibit/2howdowehearb.html**](http://www.dangerousdecibels.org/virtualexhibit/2howdowehearb.html) | | | | **Planning for Diversity:**  The 3 students that are on IPP’s get outside of the classroom support in the morning classes. I will be teaching in the afternoon, so those 3 students will be in my class full time. Accommodation that I will include in my planning are as stated:   * Repeat the direction * Shorten directions * Break long-term assignments into shorter tasks * Provide a student buddy for reading * Prepare recording of reading/ textbook material * Give verbal praise for positive behaviours | | | | **Assessment and Evaluation:**  **-KWL Chart (for)**  **-Sound Worksheet (for)**  **-Sounds are everywhere (for)**  **-Observations (for)**  **-Sounds worksheet (for)**  **-Music to my ears worksheet (for)**  **-Animal Research Worksheet (for)**  **-Group Discussion (for)**  **-Reflection Page (for)**  **-Sounds worksheet (for)**  **-Guitar Fun worksheet (for)**  **-Sound Producing Devices (for)**  **-Study Guide (of)**  **-Unit Test (of)** | | | |
|  | | | | | | | | | | | |
| **Day** | **Outcomes** | | **Teaching and Learning Activities** | | | **Resources** | | | **Planning for Diversity** | | **Assessment/Evaluation**  **(Formative & Summative)** |
| **1**  **Jan, 10th** | GLO: 3.9 | | *Students will…*   * Explore the nature of sounds (3.9)   LA 1:   * Students will watch movie and complete worksheet as they watch the movie * I will be stopping the movie in different parts to guide the students with filling in the worksheet | | | The Magic School Bus Inside the Haunted House  Materials:   * KWL Chart (Master 1) * Sound worksheet * Television * Movie | | | Steps to success:  -I will stop the movie and guide the students to the answers required on the worksheet  -I will sit with those students that need some guidance  -I will repeat the instructions and ask a student to tell me what is expected | | KWL Chart (for)  -Students will complete the K and W out of chart based on their current knowledge of hearing and sounds  Sound Worksheet (for)  -Students will complete their worksheet and I will take it in to see if it the students have a base understanding for sound |
| **1**  **Jan, 12th** | GLO: 3.9  SLO’S: 1,2 | | *Students will…*   * Identity examples of various sounds (1) * Recognize that sound is a result of vibration (2)   Learning Activity 1:   * Sounds are everywhere—students and I will go on a walk around the school listening to the sounds we hear and then will come back to the room and record and talk about some of the sounds we heard * We will discuss if the sounds were loud or soft   LA 2:   * Vibrating Ruler—students will get in pairs and explore plucking the end of the ruler that is off the table * Listening to the sounds it makes and watching how the ruler makes a vibration | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * Sounds are everywhere (Master 2) * 12 rulers | | | Steps for success:  -I will give the students step by steps instructions  -I will repeat my instructions  -I will ask the students to tell me the instructions  -I will talk to those on the walk that need extra guidance to help them search for sounds | | Sounds are everywhere (for)  -Students will record what they hear in the variety of spaces we explore  Observations (for)  -While the vibrating ruler exploration is happening I will be walking about and listening for what students are talking about and bring things up when needed |
| **2**  **Jan 17th** | GLO: 3.9  SLO’s: 4 | | *Students will…*   * Discuss how pitch is the result of differences in the rate of vibration(4) * Predict how a change in the rate of vibration will affect a sound (4) * Distinguish the difference between high pitch and low pitch (4)   LA 1:   * Debriefing about last day—discussing how pitch is the result of differences in the rate of vibration * Do ruler activity as a class, and talk about the differences in the lengths and the sounds it makes * Have the students predict what will happen to the noise if the ruler is longer or shorter   LA 2:   * Smart board Sounds—play 4 different sounds on the smart board and have the students write down if the noise has a low or high pitch * Talk about what distinguishes a high pitch and a low pitch | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * YouTube * Computer * 1 Ruler * Sounds worksheet | | | Steps for success:  -Move students that need to be closer to the smart board in order to hear and stay focused  -Break down the steps into smaller tasks  -Give lots of structure to the lesson | | Observations (for)  -When reviewing the material done on the first day I will be listening for their understandings, so that I know who needs more information in order to grasp the material and who needs to be challenged  Sounds worksheet (for)  -Students will record their thoughts regarding what sound is high pitch and what sounds is low pitch, I will take their work in just to formatively assess their learning so far |
| **3**  **Jan, 19th** | GLO: 3.9  SLO’s: 3,11 | | *Students will…*   * Describe how sounds is measured (3) * Predict which sounds pose a danger to the ear (3) * Describe changes that can occur due to continued exposure to loud noise and from natural aging (11)   LA 1:   * Hearing Loss and Decibels—<http://www.dangerousdecibels.org/virtualexhibit/1whatsthatsound.html> Students will explore what hearing loss is with the interactive matching game on the smart board   LA2:   * Decibels Game— <http://www.dangerousdecibels.org/virtualexhibit/1whatsthatsound.html> students will have a chance to decide whether the sound they chose will damage the ear. After the decision is made the game will tell us the answer and then will can discuss why it can cause damage to the ear. * The game also will discuss decibels, and we will talk about how sounds are measured | | | <http://www.dangerousdecibels.org/virtualexhibit/1whatsthatsound.html>  Materials:   * Computer * Smart board | | | Steps for success:  -I will add in an option for students to come up in two’s in order to release some stress of being up in front of the class  -I will demonstrate with a student volunteer for both games | | Observations (for)  -I will watch the students as they answer the questions on the game to see their confidence in the material at hand |
| **4**  **Jan, 24th** | GLO: 3.9  SLO: 8 | | *Students will…*   * Identify the parts of the ear (8) * Describe how sound vibrations travel through the ear (8)   LA1:   * Parts of the ear— <http://www.dangerousdecibels.org/virtualexhibit/2howdowehearb.html>   Using the diagram on the smart board we will discuss the different parts of the ear   * Students will label their ears as we move through each part of the ear   LA2:   * Interactive ear—using <http://www.amplifon.ie/interactive-ear/index.html> we will watch how sounds vibrations travel through the ear and how that allows us to hear | | | <http://www.amplifon.ie/interactive-ear/index.html>  <http://www.dangerousdecibels.org/virtualexhibit/2howdowehearb.html>  Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * Computer * Smart Board * Our ear worksheet (master 13) * Print out one big labelled ear and post in classroom | | | Steps to success:  -I will provide a buddy for those that need to work together in filling out the ear  -I will have structure to the online programs where I am stopping and explaining each part of each  -I will give verbal cues reinforcing positive behaviours | | Our ear worksheet (for)  -Students will complete the worksheet as we move through the diagram on the computer  Observations (for)  -Asking questions and listening to what the students say in the response will guide my teaching for the material that needs some clarification |
| **5**  **Jan,26th** | GLO: 3.9  SLO: 10 | | *Students will…*   * Identify what characteristics make sounds pleasant or unpleasant (10) * Identify sounds as pleasant or unpleasant (10)   LA 1:   * Pleasant and unpleasant sounds—students will be divided in three groups (1) will be doing Smart board activity (2) Music to my ears worksheet (3) Music to my ears worksheet… if students finish their worksheet they can do the hearing and sounds word search | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * Computer * Smart board * Music to my ears worksheet (master 36) * Word search | | | Steps to success:  -I will create groups in a manner that will benefit the students by having them grouped by understanding  -I will have the instructions very clear and step by step | | Music to my ears worksheet (for)  -students will complete the worksheet based on their opinions and we will discuss their reasoning |
| **6**  **Feb,2nd** | GLO: 3.9  SLO: 9 | | *Students will…*   * Compare the range of hearing in humans to other animals (9) * Identify animals that use their ears for more than hearing (9)   LA 1:   * Research Animal—students will get the opportunity to research an animal and the differences its hearing is to humans * They will fill in the animal research sheet   LA2:   * Pair and Share—Pairs will get together with another pair and share their findings with the others * Then we will come together as a group and discuss the different ways animals hear | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * Animal research sheet (master 42) * 10 computers | | | Steps to success:  -I will work with those students that need guidance with researching  -I will show them an example of an animal that I found  -I will give some suggestions of places to look on the internet to find information on animals hearing | | Animal Research Worksheet (for)  -Students will work together and fill out their own animal research worksheet |
| **7**  **Feb, 7th** | GLO: 3.9  SLO: 7 | | *Students will…*   * Identify examples that show that sounds travel in all directions (7) * Identify examples that show that sounds can travel through a variety of materials (7)   LA 1:   * Sounds all around—Place clock on a desk in the middle of the room and have the students stand backwards to the clock. Have them listen to the ticking of the clock, noticing that everyone no matter where they are standing can hear the sound of the clock.   LA 2:   * Strumming a Comb—students grouped in pairs will explore the sounds that can be heard through liquid, solids and air. Completing a reflection page. | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * 10 combs * Reflection page (Master 34) * 5 pales of water | | | Steps to success:  -I will demonstrate what I expect with the experiments  -I will guide the individuals that need some support  -I will break down the instructions into little tasks | | Group Discussion (for)  -The students and I will have a group discussion on how sound travels and I will be listening for cue words and ideas that link to the specific learning outcome 7  Reflection Page (for)  -Students will fill in the reflection page for the experiment they conducted with their partner on what surfaces can sound travel through and how fast |
| **8**  **Feb, 9th** | GLO: 3.9  SLO: 12 | | *Students will…*   * Construct and evaluate different kinds of sound proofing devices (12)   LA 1:   * Sound Boxes—students will construct a soundproof box. There will be different insulators for each group and they are to insulate their box so that the clock can not be heard inside the box   LA 2:   * Discussion—why did certain materials work better for soundproofing? What is important when soundproofing an area? | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * cotton balls * Styrofoam pellets * Newspaper * bubble wrap * foam sheets * stuffing * boxes * tape * glue * word search | | | Steps to success:  -I will get everyone going on their experiments and then I will come and check on those individuals that need some more guidance and explain any misunderstanding they may have  -I will break down the experiment instructions into smaller tasks | | Discussion (for)  -After the experiment is finished we will have a group discussion about the different material and why they worked better |
| **9**  **Feb, 14th** | GLO: 3.9  SLO: 12, 13 | | *Students will…*   * Construct and evaluate different kinds of sound-amplifying devices (12) * Explain the role that sound plays in communication (13)   LA 1:   * Megaphones—students will all create their own megaphone * We will test them and talk about why their voices get louder   LA 2:   * Role sound plays in communication— Discover and list sounds that have an impact on feelings, and fill in the worksheet * Talk about the importance of hearing, and how sounds can cause us to feeling different feelings * Talk about how not everyone can hear, but they can still communicate using signs instead of words | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * Paper * Tape * Markers * Music player * Different songs or sounds picked out * Sign language sheet | | | Steps to success:  -I will guide the individuals that need some support  -I will break down the instructions into little tasks | | Discussion (for)  -After experiment is finished we will have a group discussion why amplifying devices work and what ways we can use them  Sounds worksheet (for)  -Students will fill in the worksheet on the importance of sound in communication |
| **10**  **Feb,16th** | GLO: 3.9  SLO: 5, 6 | | *Students will…*   * Demonstrate a variety of ways of producing sound(5) * Produce a high and low pitch sound using provided materials (6) * Produce a loud and soft sound using provided materials (6)   LA 1:   * Guitar Fun—students will explore different ways to produce sound with using classroom material * Tin cans and elastics, using them we will create instruments that will have different pitches and different levels of loudness   LA 2:   * Watch <https://www.youtube.com/watch?v=-0gED3rn2Tc> * <https://www.youtube.com/watch?v=__UZaG0tNKQ> * Talk about them creating their own instrument over the break. When they come back bring your instruments to class and we will have a share time with the instruments | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * Tin cans * Elastics (different widths) | | | Steps to success  -I will hand out a sheet of paper for instructions of the project  -I will show them some examples of home made instruments | | Guitar Fun worksheet (for)  -filling in the different sounds from the different width of elastic they used  Sound Producing Devices (for)  -Hand out worksheets for the students to fill out over the break to guide them with their instrument |
| **11**  **Feb, 28th** | GLO: 3.9  SLO: 6 | | *Students will…*   * Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced (6)   LA 1:   * Instrument share—students will share with the class what they have come up with in terms of their own instrument * We will talk about what sort of noise it creates in relation to controlling loudness, pitch and quality of sound   LA 2:   * Students will complete their KWL charts | | | Edmonton Public Schools Hearing and Sounds Unit D  Materials:   * Extra Sounds Producing Devices worksheets | | | Steps to success:  -I will make the instructions clear and broken down  -I will position my body in such a way that makes me available to those that need extra direction | | Observations (for)  -I will be watching and listening to the descriptions that the students use to talk about their instruments. Noticing what concepts need one more visit  Study Guide (of)  -I will hand out the study guide for the student’s unit test that will happen Thursday morning  KWL Chart (for)  -Students will complete the last column in their KWL chart |
| **12**  **Mar,2nd** | GLO:3.9  SLO’s: 1,2,3,4,5,6,7,8,9,10,11,12,13 | | *Students will…*   * Demonstrate their knowledge of the hearing and sounds unit   LA 1:   * Students will write the unit test to demonstrate their accumulative knowledge | | | Materials:   * 21 Unit Tests * Extra Pencils | | | Steps to success:  -I will have someone in place to read the tests to the three individuals that are on IPP’s | | Unit Test (of)  -Students will complete unit test for their summative mark of the hearing and sound unit |

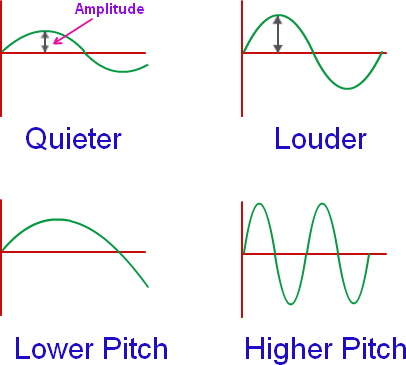
**HEARING AND SOUND STUDY SHEET**



* Sounds are created by vibrations. Vibration is a back and forth movement.
* The larger the vibration, the louder the sound. The smaller the vibration, the quieter the sound.
* From our ruler activity:
  + Shorter ruler made a high pitched sound.
  + Longer ruler made a low pitched sound.
* Pitch is how high or low a sound is. A high pitch sound has fast vibrations. A low pitch sound has slow vibrations (remember low and slow).
* Some examples of high pitched sounds are:
  + Baby crying
  + Piccolo/flute
* Some examples of low pitched sounds are:
  + Thunder
  + Banging a drum
* Listening to harmful sounds for a long time can temporarily or permanently damage our hearing. Old age can also cause hearing loss.
* It is important to look after our ears so that we don’t damage them. Wearing earplugs and staying away from loud sounds are two ways to prevent hearing damage or loss.
* Sound is measured in decibels. Sounds that measure above 85 decibels will cause harm to the ear.
* Sounds can be both pleasant and unpleasant.
* Some unpleasant sounds are:



* + Rocket launch
  + Chainsaw
  + Loud concert
* Some pleasant sounds are:
  + Laughing
  + Ocean sounds
  + Piano playing
* We use our ears to hear sounds. The three main parts of the ear are:
  + Outer ear
    - Contains the pinna and the ear canal. The pinna brings sounds into the ear and guides it down the ear canal and to the middle ear.
  + Middle ear
    - Contains the eardrum and three tiny bones (hammer, anvil, and stirrup). The eardrum amplifies the sound vibrations and the three tiny bones transfer this amplified sound to the inner ear.
  + Inner ear
    - Contains the cochlea. The cochlea has tiny hairs called cilia inside of it that are attached to nerves. When the cilia receive vibrations, they send electrical messages to the brain, telling us that we have heard a sound.
* Some animals, such as dogs and cats, are able to hear higher pitched sounds than humans can.
* Echolocation is when an animal creates a very high-pitched sound that bounces off objects all around and makes an echo. Animals such as dolphins and bats use echolocation to find their food and location.
* There are many different ways to produce sound. By changing the materials or way of making the sound, the pitch and volume can be changed.
* Sound travels faster through solids than liquids and air.
* Sound is a vibration of particles. Sound waves move particles, making them bump into each other and pass the sound along.
* Soundproofing is used to make sounds quieter. Any material that has particles that are far apart will soundproof sounds well.
* Making a sound louder is called sound-amplification. Megaphones help amplify sound.
* Sound waves travel through the air in all directions. The height of a sound wave is called the amplitude. High amplitude means a loud sound. Low amplitude means a quiet sound. The distance between the waves is called wavelength. When waves are really far apart from each other, it means it is a low pitched sound. When waves are really close together, it means it is a high pitched sound.



* Hearing and sound is very important for communication. People communicate in many different ways other than talking, such as sirens and school bells. People that cannot hear use sign language to communicate.

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

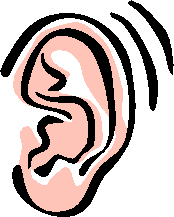
**HEARING AND SOUND UNIT TEST**

True or False – Write **true** or **false** on the lines below.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sound waves with a low amplitude means a loud sound.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sounds only travel in one direction.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dogs can hear higher pitched sounds than humans.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sound is a vibration of particles.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sound travels faster through solids than liquids and air.

Multiple Choice – **Circle** the correct answer for the questions below.

1. An example of an unpleasant sound is
2. Laughing



1. Piano playing
2. Rocket launch
3. Ocean sounds
4. An example of a high pitched sound is
5. Baby crying
6. Thunder
7. Banging a drum
8. Pounding a hammer
9. If a sound is over \_\_\_\_\_\_\_\_\_\_ decibels, it will damage our ears.
   1. 65
   2. 25
   3. 75
   4. 85
10. What is the correct order of how sound travels through the ear?
    1. Outer ear, inner ear, middle ear
    2. Middle ear, inner ear, outer ear
    3. Inner ear, middle ear, outer ear
    4. Outer ear, middle ear, inner ear
11. What are the three tiny bones called that are found in the middle ear?
    1. Hammer, anvil, and stirrup
    2. Pinna, anvil, and cochlea
    3. Hammer, eardrum, and ear canal
    4. Brain, stirrup, and pinna

Fill in the Blanks – Use the following words to fill in the blanks.

Fast Sign language Cilia

Megaphones Wavelength Vibrations

1. The distance between sound waves is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are tiny hairs found inside of the cochlea.
3. People that cannot hear use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to communicate.
4. Sounds are created by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ help amplify sounds.
6. A high pitch has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vibrations.

Short Answer

1. What is echolocation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

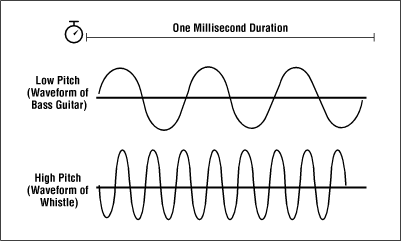
1. What are the three main parts of the ear?



1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Name a material that is good at soundproofing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name two ways that we can protect our ears from hearing loss or damage.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Is this sound wave high pitched or low pitched? **Circle** your answer.



HIGH LOW

1. What was your favorite part of the Hearing and Sound unit?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Livingstone Range School Division

Academic Rubric

|  |  |
| --- | --- |
| Indicator | Criteria |
| E  Excellent | * Demonstrates a comprehensive understanding of learner outcomes * Consistently applies concepts and skills with accuracy * Consistently applies concepts and skills independently |
| P  Proficient | * Demonstrates a thorough understanding of learner outcomes * Usually applies concepts and skills with accuracy * Usually applies concepts and skills independently |
| B  Basic | * Demonstrates an understanding of learner outcomes at grade level with some support * May require some support to apply concepts and skills with accuracy * May require some support to apply concepts and skills independently |
| NY  Not Yet | * Is not demonstrating an understanding of learner outcomes at grade level |
| I  Incomplete | * There is not enough evidence to provide a grade on the learner outcomes |

Kindergarten to Grade 9