

## REINFORCEMENT ACTIVITIES

**Subject:** Natural Sciences and Environmental Education

**Grade:** 8<sup>th</sup>

**Period:** II

**Year:**

2019

### SUGGESTION

*Each period, the teacher formulates a problematizing question or situation related to the learning goals that help the student to train him/herself and get ready to prove his/her knowledge and proficiency levels in each area. This process is scheduled for the week in May from 20<sup>th</sup> to 24<sup>nd</sup>. The student should consult the bibliographic references cited by the teacher and turn in three academic products for the period written with basic standards to give account for the skills acquired.*

#### 1. Problematizing question:

- How do fluids behave at rest and in motion and how can this type of phenomena be modeled through dynamic considerations and force indicators with movement and planes?

#### 2. Learning Goals:

- Make observations of particular situations in which different movements are found and interpret the results obtained taking into account the margin of error.
- Search information to support positions on science topics and assess living beings and objects in their environment.

#### 3. Academic products:

1. Explain Newton's three laws about movement and an example of each of them.
2. What will be the distance that sweat will travel through your body, 100 km per hour, during 3 hours of sports?
3. Each of the following situations identifies the type of movement that corresponds to it: Starting a train, propagating light, translating the earth, falling a stone, propagating sound, turning the hands of the clock.
4. What is the principle of Pascal, Archimedes, Torricelli and examples of each.
5. A vehicle travels at a speed of 80 km / s. What will be its acceleration after 20 seconds (s)?

#### 4. Bibliographic references:

Hewitt. Física conceptual. Pearson Educación, México, 2016.

Robinson P. Taller de ciencia. Sonido, ruido y música. Editorial Monte Verde, Londres.

