* **Joey and Antonetta:** *Chemical reactions MS-PS1-2:*
	+ Have examples of chemical reactions
		- What molecules are present before and after the reaction
			* Define what a pure substance is
			* Define what a molecule is
			* Define how molecules form
			* What is the difference between a molecule and a pure substance?
		- What type of reaction occurs?
		- What physical and chemical properties do those substances have before and after the chemical reaction
			* Define “properties” of substances.
				+ Define the physical properties
				+ Define chemical properties
	+ How are atoms formed within a gas, solid, and liquid? What properties do these different types of substances have?
	+ Explain how heat and temperature affect the change of forms
* **Ty:** *Chemical Reactions MS-PS1-5*
	+ Define the law of conservation
		- Explain how in a chemical reaction the total number of atoms is the same before and after a chemical reaction
			* Explain how the mass is the same before and after a chemical reaction
	+ Make an example of a chemical reaction
		- What molecules are present before and after the reaction
			* + Define what a pure substance is
				+ Define what a molecule is
				+ Define how molecules form
				+ What is the difference between a molecule and a pure substance?
		- What physical and chemical properties do substances have before and after the chemical reaction
			* Define “properties” of substances.
				+ Define the physical properties
				+ Define chemical properties
* **Ryan:** *Energy MS-PS3-2*
	+ Define energy
	+ Define forces
	+ Define potential energy
		- Explain how forces are related to energy
	+ Explain how the relative distance of two objects within a system changes the amount of potential energy it has
		- Define what a system is
		- Types of systems you can analyze:
			* The Earth and a rollercoaster at different heights of the trac, or the height of a book on a shelf (in other words, how high something is from the ground and the amount of potential energy earth’s gravity creates; the system is earth’s **gravitational field**)
				+ Define a gravitational field
			* Changing the direction of a magnetic (the system Is a **magnetic field**)
				+ Define a magnetic field
			* Bringing a balloon with an electric charge closer of further from a classmates hair (the system is an **electric field**)
				+ Define an electric field
		- Explain how When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object
		- Make a graph explaining how much potential energy there is as an object gets closer/further away from another
* **Spencer/Ulysses/Jesus**: *waves (MS-PS4-1/2/3)*
	+ Use this website: https://www.education.com/science-fair/article/design-musical-instrument-play-pitches/
	+ What are the characteristic properties of waves?
	+ Explain how a wave has a repeating pattern
	+ Define wavelength, frequency (pitch), amplitude (volume), and resonance.
		- What happens to a sound-wave when these things are changed?
		- Explain how the change in frequency changes what note on the keyboard we hear.
		- Use graphs
	+ What is a medium through which a sound-wave can be transmitted?
* **Gabby:** *Forces and Interactions: MS-PS2-3*
	+ Define energy
	+ Define forces
	+ Define electric fields/forces
	+ Define magnetic forces/fields
	+ What different types of devices create electric and magnetic forces and how do these devices increase their electric and magnetic force
		- Explain what causes their force to be attractive or repulsive
		- Explain how the size of their force depends on the magnitude of the charges, currents, or magnetic strength, or the distance between interacting objects.
	+ Explain how and why Gravitation is always attractive
		- Explain how any two objects have gravitational force, but that depending on the mass it is too small to have any effect
* **Jamie/Matt**: *Growth and development…MS-LS1-5*
	+ What are environmental factors? (define and give examples: examples are given in standards)
		- Explain how different environmental factors affect the growth of an organism.
	+ What are genetic factors? (define and give examples: examples are given in standards)
	+ Give examples of evidence that shows how these factors affect the growth of organisms (examples are given in the standards)
		- Explain how genes are passed onto the offspring of an organism through reproduction
		- Explain how genetic factors affect the growth of an organism.
	+ Give cause and effect examples of how different conditions affect different types of organisms (for example: if a population is shrinking (the effect), possible causes could be a food shortage, over hunting, a natural disaster…etc).
* **Emily:** *Human Impacts MS-ESS3-4*
	+ Look up a database on human population and the rates of consumption of natural resources (freshwater, mineral, energy) and food.
		- The effects these consumptions could have is a change in appearance, composition, and structure of earth’s system as well as the rate at which they change.
		- What consequences are there with the increase of population and the rate at which the effects of increased population have on the earth.
	+ Does increased population and increased consumption have positive or negative effects on the earth?
		- What are ways humans have tried to negate these negative impacts through technology?
	+ Give examples of negative effects humans have had on the biosphere and different natural habitats.
* **Adam:** ?