**Arduino Blink Challenge**

This lesson explores computer programming and the impact of computers on society. Students build and test a program to turn a light on and off using an Arduino board. They connect the hardware, program the code, test their system, adapt it for variations in blinking times, evaluate their results, and share observations with their class.

| Grade 8 | IPC | Physics |
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| ***Strand: Scientific Investigation and Reasoning*** | | |
| 1.A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. | 1.A Demonstrate safe practices during laboratory and field investigations. | 1.A Demonstrate safe practices during laboratory and field investigations. |
| 1.B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials. | 1.B Demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials. | 1.B Demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials. |
| 2.A Plan and implement comparative and descriptive investigations by making observations, asking well- defined questions, and selecting and using appropriate equipment and technology. | 2.B Plan and implement investigate procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology. | 2.E Design and implement investigative procedures including making observations, asking well-defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, and evaluating numerical answers for reasonableness. |
| 2.B Design and implement comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses and selecting and using appropriate equipment and technology. |
| 2.E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. | 2.D Organize, analyze, evaluate, make inferences, and predict trends from data. | 2.J Organize and evaluate data and make inferences from data including the use of tables, charts, and graphs. |
| 2.E Communicate valid conclusions. | 2.K Communicate valid conclusions supported by the data through various methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports. |
| 3.B Use models to represent aspects of the natural world such as an atom, a molecule, space or a geologic feature. |  |  |
| 3.D Relate the impact of research on scientific thought and society including the history of science and contributions of scientists as related to the content. | 3.D Evaluate the impact of research on scientific thought, society, and the environment. | 3.D Explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society. |
|  | 3.E Describe connections between physics and chemistry and future careers. | 3.E Research and describe the connections between physics and future careers. |
| *Strand: Matter and Energy* | | |
|  | 6.C Analyze physical and chemical properties of elements and compounds such as, color, density, viscosity, buoyancy, boiling point, freezing point, conductivity, and reactivity. | ✔5.ECharacterize materials as conductors or insulators based on their electrical properties. |
| ***Strand: Force, Motion and Energy*** | | |
|  | 5.FEvaluate the transfer of electrical energy in series and parallel circuits, and conductive materials. | ☆5.F Design, construct, and calculate in terms of current through, potential difference across, resistance of, and power used by electric circuit elements connected in both series and parallel combinations. |