(Note: This lab gives students an option of differentiating based on interest and ability – STEM designates the more challenging option.)

Title of Experiment: Wild Guess Statement: Wild Guess Prediction:		
	<del></del>	
Research Question:		
Hypothesis: Graph form:	In Words:	
	IV:	Controls:
	DV:	

(STEM only) What was your rationale for making your hypothesis? Explain your thinking.

(STEM only) Using your background knowledge of physics, what possible situations could this research question be applied?

Procedure – Use pictures and words that enable another student to recreate your experiment exactly:

Value of Controls:	Qualitative Data:										
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(STEM only) Collect											
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(STEM only) – Why did you choose the	above scale to display your pattern?
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1) Pattern betw 2) Mathematics 3) Data Driven 4) Confidence/ 5) Limitations Steps 6 – 10 are 6) What does th 7) What further 8) How did data	al Formula Prediction Reasoning of this pattern e for STEM only ne "A" value repre r Research Questi	esent? on could yo er groups a	nclusions: ou ask based on the fter the whiteboard etical physics conce	l meeting? What di	
10) What impro	ovements could yo	ou make in	this lab design for i	next time?	
Conclusion:					
Self-Evaluation:					
Completed question & hypothesis?	Units & uncertainties in data table?	Axes labeled with units?	Best-fit line goes through all error bars	Equation in terms of experimental variables?	Conclusion complete with all 5 parts?