



Year 8  
Progress Statements  
Summer 2024

## Introduction

In your child's Progress Report, they have been awarded a *Current Performance Score* from 1 to 4 in each subject area.

This number represents a judgement of your child's progress against the subject criteria outlined in this booklet.

You will find each subject criteria in this booklet.

The definitions for these scores are as follows:

1	<p>Your child is able to demonstrate <b>all</b> of the statements for this term in this subject area.</p> <p>They are able to demonstrate these skills and this knowledge independently and with confidence.</p>
2	<p>Your child is able to demonstrate <b>most</b> of the statements for this term in this subject area.</p> <p>They are able to demonstrate these skills and this knowledge with increasing confidence and growing independence.</p> <p>At times they need some prompting from a teacher to fully demonstrate some of the statements.</p>
3	<p>Your child is able to demonstrate <b>several</b> of the statements for this term in this subject area.</p> <p>Whilst they are able to demonstrate some of the skills and knowledge independently, they require scaffolding from a teacher to demonstrate most of the statements.</p> <p>They will continue to develop their knowledge, skills and independence over the next term.</p>
4	<p>Your child is still working towards being able to meet the statements for this term in this subject.</p> <p>At this time, they are being supported by the teacher to develop their knowledge and skills in these statements.</p>

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## Expressive Arts: Art

<b>By the first rotation in Art, pupils in year 8 should be able to:</b>	<b>By the second rotation in Art, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"><li>● Independently investigate the work of a range of Street Artists and document their own judgements and opinions about the work of others.</li><li>● Explore ideas and experiment with a variety of materials, techniques and processes.</li><li>● Review and refine their work as it progresses.</li><li>● Use a range of media to carefully record ideas and observations from both primary and secondary sources.</li><li>● Present personal, creative and imaginative ideas and outcomes.</li><li>● Make clear connections between their work and their chosen artist's work.</li></ul>	<ul style="list-style-type: none"><li>● Research and critically analyse photography sources.</li><li>● Record and apply a range of editing skills including 'selected colour,' 'black and white' and 'colour overlay.'</li><li>● Critically self-reflect upon work as it progresses and annotate next steps.</li><li>● Refine editing skills and produce personal and imaginative photographic outcomes.</li><li>● Review and evaluate their outcome demonstrating connections to research.</li></ul>

## Expressive Arts: Drama

<b>By the end of term 1, pupils in year 8 should be able to:</b>	<b>By the end of term 2, pupils in year 8 should be able to:</b>	<b>By the end of term 3, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"> <li>● Begin to understand the context of the play 'War Horse.'</li> <li>● Consider the impact of war on civilians and horses, using the use of drama skills such as voice, movement, Freeze-Frames, Thought Tracks, levels and gesture to explore this.</li> <li>● Create atmosphere through the use of voice and body.</li> <li>● Be able to define and use: Freeze-Frame, Thought tracking, Physical Theatre, Soundscape, Conscience, voice, gesture and Characterisation.</li> <li>● Be able to evaluate their own performances and the performances of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how to create a character and develop this character in performance.</li> <li>● Reflect upon creating character and applying their reflections in performance.</li> <li>● Use a stimulus for creating a story and characters. Developing characters further through use of voice, accent and movement.</li> <li>● Use drama techniques with increasing confidence. This includes: Voice work, Body Language, Gesture, Characterisation, using a script, Performance Skills, Physical Theatre, Soundscape, Choral Speaking, Abstract Drama, evaluating, Conscience, Cross-Cutting, performance skills, Narration and contribution to work.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop characters and explore new techniques in order to tell a story.</li> <li>● Apply techniques through characters and storyline.</li> <li>● Explore the themes and issues of a dramatic piece, developing this devised piece through use of a variety of drama skills.</li> <li>● Create a devised group piece of drama using the techniques developed throughout the year. This can include: Voice work, Body Language, Gesture, Characterisation, using a stimulus, Performance Skills, Physical Theatre, Abstract Drama, Choral Speaking, Soundscape, Evaluating, Conscience, Cross-Cutting, performance skills, Narration, Monologue and contribution to work in preparation for GCSE.</li> <li>● Evaluate their own performance and that of others. Show knowledge and understanding of skills learnt in Year 8.</li> </ul>

## Expressive Arts: Graphics and Textiles

By the end of the Graphics rotation, year 8 pupils should be able to:	By the end of the Textiles rotation, year 8 pupils should be able to:
<ul style="list-style-type: none"> <li>● Research and critical analyse sources (images, written text, observations) of artists/designer/illustrators/photographers to influence their practice, knowledge and skills.</li> <li>● Record their creative ideas through initial sketches/illustrations and communicate their thoughts with written annotation.</li> <li>● Respond to research and develop creative, personal and meaningful designs and experiments in a variety of digital and hand techniques/tools/skills.</li> <li>● Reflect on their creative and design responses through written annotation, identifying the positives and improvements of their work.</li> <li>● Refine their creative and design ideas, through developed experiments and refined techniques/tools/skills.</li> <li>● Review and evaluate their progress and outcome rigorously for the project.</li> </ul>	<ul style="list-style-type: none"> <li>● Research and critically analyse sources from Textile artists and designers.</li> <li>● Record and apply a range of sewing machine skills including sewing a plain seam and inserting a zip in a controlled manner.</li> <li>● Respond to research through developing ideas using sources and experiments as inspiration such as batik and appliqué.</li> <li>● Critically self-reflect upon work as it progresses and annotate next steps.</li> <li>● Refine skills to design and produce personal and imaginative pencil cases.</li> <li>● Review and evaluate their outcome rigorously demonstrating connections to research.</li> </ul>

## Expressive Arts: Music

<b>By the end of term 1, pupils in year 8 should be able to:</b>	<b>By the end of term 2, pupils in year 8 should be able to:</b>	<b>By the end of term 3, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"> <li>● Identify the difference between various hooks and riff in various songs within different genres of music.</li> <li>● Gain the knowledge of being able to use their IT skills to use GarageBand and working on their musical playing skills to play well known riffs and hooks and perform their work to their peers.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the music in different genres and different factors of musical impact in a film.</li> <li>● Create their own story board for a film with their genre of choice and think of some musical features they can use alongside it.</li> <li>● Working in partners or independently to compose their own music that follows alongside either a trailer, scene from a film.</li> </ul>	<ul style="list-style-type: none"> <li>● Identified how to create a pop band and what instruments are used within one.</li> <li>● Understand what is needed from a practice session and how to improve on various instruments.</li> <li>● Work together in their group to successfully perform as a pop band to the class.</li> </ul>

## Health and Well-being: Physical Education

<b>By the end of term 1, pupils in year 8 should be able to:</b>	<b>By the end of term 2, pupils in year 8 should be able to:</b>	<b>By the end of term 3, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"> <li>● Understand and apply the tactical and technical factors that contribute toward invasion and net games.</li> <li>● Lead an effective warm up independently to prepare themselves for specific activities.</li> <li>● Understand and apply the techniques needed to perform various strength and conditioning exercises with improved technique and control.</li> <li>● Improve physical competence across all activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore more challenging situations within invasion and net games in order to demonstrate efficiency and progress.</li> <li>● Understand and apply position specific knowledge and awareness of invasion games.</li> <li>● Understand and apply the techniques needed to perform various strength and conditioning exercises with improved technique and control.</li> <li>● Improve physical competence across all activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and apply the technical and tactical factors that contribute toward striking and fielding games and demonstrate improving quality in competitive situations.</li> <li>● Understand how to perform, coach and officiate a range of track and field activities.</li> <li>● Lead an effective warm up independently and for small groups to prepare themselves for specific exercise activities.</li> <li>● Improve physical competence across all activities.</li> <li>● Understand how to lead an active and healthy lifestyle .</li> </ul>



## Health and Well-being: Relationships and Sexuality Education

Relationships and Sexuality Education (RSE) is taught as a statutory requirement in the Curriculum for Wales. It is not assessed.

The RSE curriculum focuses on **three** broad strands which are developmentally appropriate:

1. **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
2. **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
3. **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

## Humanities: Geography

<b>By the end of term 1, pupils in year 8 should be able to:</b>	<b>By the end of term 2, pupils in year 8 should be able to:</b>	<b>By the end of term 3, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"> <li>● Develop a broad and varied knowledge of sustainability, globalisation and consumer related issues.</li> <li>● Explain their own beliefs and opinions on ethical issues linked to globalisation and consumerism.</li> <li>● Synthesise a variety of sources and evidence to form views on consumer related issues e.g. fast fashion.</li> <li>● Show an understanding of how their actions can have impacts on the wider world.</li> <li>● Evaluate arguments for and against deforestation and develop informed conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand why certain parts of the world experience natural disasters.</li> <li>● Explain the effects of a variety of different natural disasters.</li> <li>● Show an understanding of how human actions influence disasters, eg, oil spills.</li> <li>● Evaluate the reasons why some areas suffer more than others.</li> <li>● Use a variety of sources and evidence to create a newspaper report about a disaster of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a deeper understanding of a certain continent to include its tourist destinations.</li> <li>● Work within a group developing problem solving skills on how best to travel their given continent, visiting key destinations along the way.</li> <li>● Understand how tourism is having a growing influence on the world.</li> <li>● Create a product to display their learning, using independent research.</li> <li>● Apply critical thinking skills in a variety of geographical contexts, both human and natural.</li> </ul>

## Humanities: History

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> <li>● Outline how the Victorians treated the most vulnerable in society.</li> <li>● Use historical sources to describe conditions in Whitechapel, London.</li> <li>● Explain why the Victorian Police Force were unable to catch Jack the Ripper.</li> <li>● Reach a judgement about how much the Victorians cared for each other.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the Triangle of Trade, outline the role each country played and reach a judgement about which might be most to blame.</li> <li>● Use historical sources to describe the aspects of the slave trade.</li> <li>● Explain why some people supported the slave trade and how it came to an end.</li> <li>● Consider the validity of different interpretations of the past, giving their own view.</li> </ul>	<ul style="list-style-type: none"> <li>● Carry out independent research on the fight for rights in History. Discuss the utility and reliability of historical sources relating to the suffragettes.</li> <li>● Reach a judgement about how this fight shaped our lives today.</li> <li>● Carry out independent research on the fight for rights in History. Discuss the utility and reliability of historical sources relating to the suffragettes.</li> <li>● Reach a judgement about how this fight shaped our lives today.</li> </ul>

## Humanities: Religious Studies

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> <li>● Describe the concept of freedom.</li> <li>● Explain Christian beliefs about freedom.</li> <li>● Evaluate the advantages and disadvantages of freedom.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe a range of ethical theories.</li> <li>● Explain how religious believers make moral choices.</li> <li>● Evaluate a range of ethical theories when faced with a moral dilemma.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the concept of evil.</li> <li>● Describe the key events of the Holocaust.</li> <li>● Explain the treatment of the Jews during the Holocaust.</li> </ul>

## Languages, Literacy and Communication: English

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> <li>● Use similes, metaphors and personification in their writing.</li> <li>● Adapt their writing for different purposes, for example, to inform, to entertain and to empathise.</li> <li>● Use different genre conventions in their writing including subject specific vocabulary.</li> <li>● Use inference skills to respond to a range of more challenging texts.</li> <li>● Begin to compare character / themes in two poems.</li> </ul>	<ul style="list-style-type: none"> <li>● Track and understand character development within a novel.</li> <li>● Recognise and analyse how a writer presents a relationship.</li> <li>● Develop and express their opinion when writing a review.</li> <li>● Explore language within Shakespeare’s “Romeo and Juliet.”</li> </ul>	<ul style="list-style-type: none"> <li>● Use and apply persuasive devices.</li> <li>● Understand the history of rhetoric and its importance in society.</li> <li>● Research, write and deliver a speech with increasing confidence to the class.</li> </ul>

## Languages, Literacy and Communication: French

<b>By the end of term 1, pupils in year 8 should be able to:</b>	<b>By the end of term 2, pupils in year 8 should be able to:</b>	<b>By the end of term 3, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"> <li>● Describe their town using a variety of complex sentences.</li> <li>● Describe a variety of places in town, including opinions and reasons.</li> <li>● Use correct masculine / feminine adjectival endings.</li> <li>● Adapt verbs when talking about their town in the past and conditional tense.</li> </ul>	<ul style="list-style-type: none"> <li>● Give opinions about school subjects and teachers.</li> <li>● Justify opinions.</li> <li>● Use correct masculine / feminine adjectival endings.</li> <li>● Use a variety of verbs to describe what their primary school was like.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions and make requests in real life contexts.</li> <li>● Use everyday polite expressions.</li> <li>● Understand questions in real life contexts.</li> </ul>

## Languages, Literacy and Communication: Spanish

<b>By the end of term 1, pupils in year 8 should be able to:</b>	<b>By the end of term 2, pupils in year 8 should be able to:</b>	<b>By the end of term 3, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"> <li>● Describe family members.</li> <li>● Adapt verbs when talking about multiple people.</li> <li>● Describe their personality, as well as what they look like physically.</li> <li>● Use correct masculine / feminine adjectival endings.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe some cultural differences between Wales and Spain.</li> <li>● Describe a Hispanic festival.</li> <li>● Use a variety of adjectives to give opinions on cultural aspects of Spain.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions and make requests in real life contexts.</li> <li>● Use everyday polite expressions.</li> <li>● Understand questions in real life contexts.</li> </ul>

## Languages, Literacy and Communication: Welsh

<b>By the end of term 1, pupils in year 8 should be able to:</b>	<b>By the end of term 2, pupils in year 8 should be able to:</b>	<b>By the end of term 3, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"> <li>● Use present and past tense sentence structures confidently; both positive and negative.</li> <li>● Identify and use verbs accurately in both past and present tenses.</li> <li>● Pronounce words properly.</li> </ul>	<ul style="list-style-type: none"> <li>● Use third person sentences confidently in the past tense.</li> <li>● Express opinions clearly using a range of adjectives and sentence starters.</li> <li>● Use a range of idioms within their work.</li> </ul>	<ul style="list-style-type: none"> <li>● Start using the conditional tense.</li> <li>● Hold a discussion on a range of different topics using a variety of tenses.</li> <li>● Extend their written work with accuracy using a range of connectives.</li> </ul>



## Mathematics and Numeracy: Mathematics

<b>By the end of term 1, pupils in year 8 should be able to:</b>	<b>By the end of term 2, pupils in year 8 should be able to:</b>	<b>By the end of term 3, pupils in year 8 should be able to:</b>
<ul style="list-style-type: none"> <li>● Understand and fluently apply addition, subtraction, multiplication and division to whole numbers.</li>   <li>● Interpret a range of data, diagrams and graphs.</li> <li>● Accurately construct a grouped frequency diagram and scatter graph.</li> <li>● Use mean, median, mode and range to compare 2 sets of data.</li>   <li>● Understand place value to write decimals in ascending or descending order.</li> <li>● Understand and fluently apply addition, subtraction, multiplication and division to numbers up to two decimal places.</li>   <li>● Understand and calculate fractions of quantities</li> <li>● Understand types of fractions, equivalence and the simplification of fractions.</li> <li>● Understand and fluently apply addition, subtraction, multiplication and division to fractions.</li>   <li>● Understand and calculate percentages of quantities without and with a calculator.</li> <li>● Calculate the outcome of a given percentage increase or decrease appreciation/depreciation</li> <li>● Express one quantity as a percentage of another</li> <li>● Understand the use multiplier method</li> </ul>	<ul style="list-style-type: none"> <li>● Convert between fractions, decimals and percentages and select the most relevant in a given context.</li> <li>● Simplify ratios in the form 1:n and share a total amount in given ratio.</li> <li>● Identify and use the characteristics of a range of number types and give examples. Including reciprocals, evens, odds, primes, squares, roots, factors and multiples.</li> <li>● Calculate the lowest common multiple and highest common factor.</li> <li>● Use powers and understand the importance of powers of 10.</li> <li>● Add, subtract, multiply and divide negative numbers.</li> <li>● Apply BIDMAS to solve more complex calculations, ensuring they are done in the correct order.</li> <li>● Understanding the difference between an equation and an expression.</li> <li>● Substitute positive and negative whole numbers into 1- and 2-part expressions.</li> <li>● Simplify expressions involving addition and subtraction of 2 or more variables, including those where 1 or more of the simplified variables is negative (collecting like terms).</li> <li>● Solve one and two step equations</li> <li>● Understand and round to nearest 10, 100, whole number etc and round to a given number of decimal places and significant figures</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of angle rules to calculate unknown angles including triangles and quadrilaterals.</li> <li>● Explore basic angles in parallel lines</li> <li>● Calculate interior and exterior angles of polygons</li> </ul> <p>Understand and perform</p> <ul style="list-style-type: none"> <li>● Metric conversions for length, mass and capacity.</li> <li>● Know the rough metric equivalents of imperial units for miles, pounds (lbs) and pints.</li>   <li>● Understand and use the relationship between speed, distance and time.</li> <li>● Use timetables and time zones to calculate travel time for multi-stage journey.</li>   <li>● Understand and calculate the perimeter, area and volume of 2D and 3D shapes.</li>   <li>● Find horizontal and vertical distances using coordinates</li> </ul>

## Science and Technology: Computer Science

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> <li>• Identify and navigate different Integrated Development Environments</li> <li>• Create a program by using commands to perform tasks/actions.</li> <li>• Solves problems using programming techniques including:                             <ul style="list-style-type: none"> <li>○ Iteration</li> <li>○ Selection</li> <li>○ Validation</li> <li>○ Mathematics</li> </ul> </li> <li>• Create maintainable programs by adding annotation throughout their code.</li> <li>• Analyse scenarios and problems.</li> <li>• Design solutions to the given problems and scenarios.</li> <li>• Evaluate your solution and its effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe key computer components including input and output devices.</li> <li>• Identify and explain the key components of the Von-Neumann architecture.</li> <li>• Compare and evaluate the different types of storage mediums for a given problem or scenario.</li> <li>• Identify and illustrate the network topologies.</li> <li>• Compare and evaluate the different network topologies.</li> <li>• Identify and explain the scope of networks.</li> <li>• Identify the different types of number systems and why they are used.</li> <li>• Identify the Binary headings and explain the place value.</li> <li>• Identify the Hexadecimal numbers line.</li> <li>• Explain the difference between an odd and even binary number.</li> <li>• Convert between different number systems:                             <ul style="list-style-type: none"> <li>○ Binary</li> <li>○ Denary</li> <li>○ Hexadecimal</li> </ul> </li> <li>• Identify, compare and explain the different storage units</li> <li>• Recognise how computer represent data such as images and number in binary.</li> <li>• Solve binary sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different tools and features in the game development environment.</li> <li>• Plan a game.</li> <li>• Create sprites and objects.</li> <li>• Create a game that allows player interactivity, including:                             <ul style="list-style-type: none"> <li>○ Storyline.</li> <li>○ Static objects.</li> <li>○ Object transparency (visible) and solidity (solid)</li> <li>○ Trigger events for objects.                                     <ul style="list-style-type: none"> <li>▪ Movement, collision and other events</li> </ul> </li> <li>○ Multiple variable (score, lives, health, etc) with appropriately named objects and variable.</li> <li>○ Multiple rooms (levels)</li> <li>○ An objective/s in the game</li> </ul> </li> <li>• Perform testing, which includes testing other games. Providing constructive feedback to others.</li> <li>• Evaluate your game and respond to feedback.</li> </ul>

## Science and Technology: Food and Product Design

By the end of the Food rotation, year 8 pupils should be able to:	By the end of the Product Design rotation, year 8 pupils should be able to:
<ul style="list-style-type: none"> <li>● Understand how ingredients can be grown and processed into different food products.</li> <li>● Cook at least 4 edible dishes showing the following skills hygienically and with increasing independence:  Weigh and measure Temperature control Knife skills Testing food is cooked Enrobing</li> <li>● Understand health and safety practices in the kitchen and apply them in practical situations.</li> <li>● Show an understanding of alternative diets and the reasons consumers choose to follow an alternative diet.</li> <li>● Identify how foods provide a range of nutrients and their impact on the body.</li> </ul>	<ul style="list-style-type: none"> <li>● Creatively respond to the needs and wants of the user, based on the context and on the information collected.</li> <li>● Select and safely use appropriate tools, materials and equipment to construct purposeful outcomes.</li> <li>● Take into account the impact that making may have on the environment as they learn to combine component parts, materials and processes to achieve functionality and improve the effectiveness of the outcomes.</li> </ul>

## Science and Technology: Science

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> <li>● Work safely in the laboratory by designing effective risk assessments.</li> <li>● Identify complex scientific equipment and select and use the most appropriate piece of equipment for measuring precisely.</li> <li>● Identify the independent variable in an experiment suggesting the range of values.</li> <li>● Identify the dependent variable suggesting how it will be measured.</li> <li>● Identify control variables in an experiment, explaining how and why they are controlled.</li> <li>● Be able to present experimental results appropriately.</li> <li>● Independently design experiments to test hypotheses.</li> <li>● Evaluate results and methodology of experiments.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw and construct series and parallel circuits.</li> <li>● Investigate current and voltage in series and parallel circuits.</li> <li>● Investigate materials to test their magnetic properties.</li> <li>● Apply mathematical skills to calculate resistance.</li> <li>● Observe and describe the ways in which materials change when mixed together.</li> <li>● Investigate the pH of acids and alkalis</li> <li>● Write word equations for reactions of acids</li> <li>● Use chemical tests to identify unknown substances.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify common forces and calculate resultant force.</li> <li>● Investigate factors that affect friction.</li> <li>● Describe the difference between mass and weight and calculate weight.</li> <li>● Investigate how the extension of a spring is affected by force.</li> <li>● Use measuring techniques to calculate speed</li> <li>● Label features of a wave.</li> <li>● Research uses and dangers of the electromagnetic spectrum.</li> </ul>