**Conyers Middle School**   
**“Learning and Growing Together”  
8th Grade Lesson Plans   
Week of April 13-17th**

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| **Focus Content Standards** | **S8P1: Examine the scientific view of nature**  **A: Distinguish between atoms and molecules**  **F: Recognize that there are more than 100 elements and some have similar properties**  **C: Describe the movement of particles in solids, liquids, and gases**  **D: Distinguish between physical and chemical properties of matter**  **E: Distinguish between changes in matter as physical or chemical** | | | | |
| **Integrated Characteristics of Science Standards** | **S7CS1** Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.  **S7CS2** Students will use standard safety practices for all classroom laboratory and field investigations.  **S7CS6** Students will communicate scientific ideas and activities clearly.  **S7CS8** Students will investigate the characteristics of scientific knowledge and how that knowledge is achieved.  **S7CS10** Students will enhance reading in all curriculum areas. | | | | |
| **Complementary Standards** | **S8P** | | | | |
| **Enduring Understandings** | **The particle in solids, liquids, and gases are always in motion**  **Properties and changes in matter can be classified as either physical or chemical.** | | | | |
| **Essential Questions** |  | | | | |
| **Misconceptions** |  | | | | |
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| **Essential Vocabulary** | **Tier 1** | | **Tier 2** | | **Tier 3** |
| Distinguish, recognize, atom, element, molecule, mass, density, property, change | | Describe, atomic mass, atomic number, electron, proton, neutron, compound, mass number, metals, non-metals, metalloids, physical/ chemical property, physical/chemical change | | **Isotope, law of conservation of matter,** |
|  | | | | | |
| **Learning Format- Check All That Apply**  **Whole Group**  **Cooperative Group Flexible Group Collaborative Pair Centers/Stations**  **Other (Please list):** | | **Technology Usage**  **Teacher:**  **https:**  **Student:**  Cell phone | | **Assessment- Check All That Apply**  **Student Conferencing**  **Preassessment Performance Task Project Class Presentation Test Quiz Homework Formative Ticket Out The Door** | |
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| **Monday 4/13 and Tuesday 4/14**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Wednesday 4/15**  **Thursday 4/16 and Friday 4/17**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Engage- Students will list 4 things that are matter in the classroom. ( students will explain why they chose the 4 items and break down the definition of matter, to include mass)**  **Explore- in groups of 3’s , students will CREATE a concept web about matter**  **Explain- Students will explain their concept maps and key terms associated with it**  **Extend/ Anchor- Teacher will prompt students to think deeper and connect other standards to this activity.**    **Evaluate- Teacher will evaluate student’s understanding of matter by observing if they are able to link matter, atoms, parts of an atom and their functions, elements and identifying characteristics, compounds, mixtures, etc…**  **\*\*\* A STUDY GUIDE WILL BE COMPLETED EACH DAY TO SUPPORT LEARNING**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Engage- Teacher will burn a candle in the classroom and ask for student volunteers to discuss how this will impact energy.**  **Explore (pre-assessment)- In groups, students will be given a card with the different forms of energy. Each group will be responsible for “acting out” each type while other group members guess. After the group acts out, each must discuss the definition and how it is used in real world situations.**  **Explain- Students will explain the type of energy and apply it to real world situations**  **Extend/ Anchor- Teacher will review the forms of energy that students showed mastery difficulties.**    **Evaluate- Students will be evaluated based on application of energy in real world situations and re-enactments.**  **Engage- students will be recorded during the human wave. The teacher will record and playback in slow motion to show the properties of waves.**  **Explore- Students will identify the properties of waves ( amplitude, frequency, wavelength) from the video. A game of trash-ketball will be played as review game for waves.**  **Explain- Students will explain their answer**  **Extend/ Anchor- constructed response questions will be provided to ensure a deeper level of understanding for each wave standard**    **Evaluate- Students will be evaluated on mastery according to their responses. Teacher will note which questions the student missed to re-teach and assess the student individually. Additionally, all constructed response questions will be evaluated for mastery.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **Differentiaion** | I differentiated by student readiness using student responses to re-teach standards. | | | | |