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|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard | * **SCI.8.1A** Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards.. * **SCI.8.4A** Use appropriate tools to collect, record, and analyze information as needed to teach the curriculum. | * **SCI.8.1A** Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. * **SCI.8.4A** Use appropriate tools to collect, record, and analyze information as needed to teach the curriculum. | * **SCI.8.1A** Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. * **SCI.8.4A** Use appropriate tools to collect, record, and analyze information as needed to teach the curriculum. | **Ⓡ SCI.8.5A** Describe the structure of atoms including the masses, electrical charges and locations of protons and neutrons in the nucleus and electrons in the electron cloud. | **Ⓡ SCI.8.5A** Describe the structure of atoms including the masses, electrical charges and locations of protons and neutrons in the nucleus and electrons in the electron cloud. |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | * Demonstrate * Analyze | * Demonstrate * Analyze | * Demonstrate * Analyze | * Describe | * Describe |
| **Concept**  -What am I teaching?  -What do the students need to know? | How safe practices and safety rules are required during a scientific investigation. | How safe practices and safety rules are required during a scientific investigation. | How safe practices and safety rules are required during a scientific investigation. | Structure of an atom | Structure of an atom |
| **Context**  ***Readiness:***   * Connections from previous grade level. * To what degree will this impact learning two years down the road?   ***Supporting:***   * What Readiness Standards or concepts from the Readiness Standards does it support? * How does it support the Readiness Standards? | **Prerequisites**  **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability | **Prerequisites**  **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability | **Prerequisites**  **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability | **Prerequisites**  **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability | **Prerequisites**  **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability |
| **I will know my students have mastered this standard when they can….** | Demonstrate safety rules and safe practices during a scientific investigation. | Demonstrate safety rules and safe practices during a scientific investigation. | Demonstrate safety rules and safe practices during a scientific investigation. | When they an describe the structure of atom based on the mass, charge, and location of the subatomic particles | When they an describe the structure of atom based on the mass, charge, and location of the subatomic particles |
| **I will assess the standard by…..** |  |  |  | Check for understanding and exit ticket. | Check for understanding and drawing the structure of atom on index card. |
| **Vocabulary**  (Academic and Content) | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance |
| **Lesson Topic** (Content Objective) | Rules of safety and safe practices in the lab. | Rules of safety and safe practices in the lab | Rules of safety and safe practices | Intro to structure of atom | Structure of atoms |
| **ELPS** (Language Objective) | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening**  **(5 min)** | Student Survey | Ice Breakers/5 things of change | Quizlet Vocabulary Review-Safety Terms | Students are given a sealed box containing multiple items. | Vocabulary card match |
| **Explore:**  **INM/Review (0 min):** |  |  |  | Students will observe and infer what’s inside the box and come up with vocabulary words while inferring terms like matter, mass , etc. | Students will make a model of the structure of an atom (HUB Activity) as a group. |
| **Explain:**  **Guided Practice** | Teacher will explain classroom procedures, rules, expectations, syllabus | Teacher will explain safety rules and expectations in science lab. | The Scientific Method, Safety Test | Teacher explains that everything is made up of matter and occupies space. |  |
| **Elaborate:**  **Independent Practice (20 min):** | \*\*Students will be given a class materials lists and syllabus. | Safety, Search and Rescue Scavenger Hunt | Students will take Safety Test. | Students will watch and interact using EduSmart to learn the introduction of an atom. | Student will build structure of an atom in their ISN’s. |
| **Evaluate:**  **Closing (5 min.):** |  |  |  | As a class, students will work on interactive schematic diagram of the structure of atom (EduSmart) | Check for understanding (Plickers/EduSmart). |
| **Reinforcement** | **Materials/ Resources:** | Pencils, Smart Board, Power Point, Syllabus, student survey, | Pencils, Safety Search and Rescue, safety contract, safety rules for lab, | Pencils, Science Safety Test, Quizlet Safety Terms | Pencils, Edusmart, sealed boxes of matter, | Pencils, materials for structure of atom. |
| **Homework** | Bring Composition Book (ISN) | Safety Contract |  |  |  |
| **MODIFICATIONS and/or ACCOMODATIONS:**  *-Gifted and Talented*  *-ELL/ ESL*  *-Special Education* | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student |

**\*All lesson plans are subject to revisions and addendums by teacher.**