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|  |  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard | **Ⓡ SCI.8.9A** Describe the historical development of evidence that supports plate tectonic theory.  **Ⓡ SCI.8.9B** Relate plate tectonics to the formation of crustal features. | **Ⓡ SCI.8.9A** Describe the historical development of evidence that supports plate tectonic theory.  **Ⓡ SCI.8.9B** Relate plate tectonics to the formation of crustal features. | **AsseSSMENT : 8.7 A-C**  Review for SNAPSHOT #4 | **Ⓡ SCI.8.9A** Describe the historical development of evidence that supports plate tectonic theory.  **Ⓡ SCI.8.9B** Relate plate tectonics to the formation of crustal features. | SNAPSHOT – 4 | |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | * Describe * Relate | * Describe * Relate |  | * Describe * Relate |  | |
| **Concept**  -What am I teaching?  -What do the students need to know? | Plate Tectonics explains how plates of solid rock, found on the Earth’s crust, move relative to one another.  1. How does the theory of plate tectonics help to explain natural phenomena such as earthquakes and mountains?  2. What evidence do geologists cite most often cited that explains the plate tectonic theory?  3. Why did the supercontinent Pangaea break apart?  Convection currents in earth’s mantle cause tectonic plate movements.  1. What is convection?  2. Why does convection happen in Earth’s mantle? | Plate Tectonics explains how plates of solid rock, found on the Earth’s crust, move relative to one another.  1. How does the theory of plate tectonics help to explain natural phenomena such as earthquakes and mountains?  2. What evidence do geologists cite most often cited that explains the plate tectonic theory?  3. Why did the supercontinent Pangaea break apart?  Convection currents in earth’s mantle cause tectonic plate movements.  1. What is convection?  2. Why does convection happen in Earth’s mantle? |  | Plate Tectonics explains how plates of solid rock, found on the Earth’s crust, move relative to one another.  1. How does the theory of plate tectonics help to explain natural phenomena such as earthquakes and mountains?  2. What evidence do geologists cite most often cited that explains the plate tectonic theory?  3. Why did the supercontinent Pangaea break apart?  Convection currents in earth’s mantle cause tectonic plate movements.  1. What is convection?  2. Why does convection happen in Earth’s mantle? |  | |
| **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 5, students:**   * recognized how landforms such as deltas, canyons, and sand dunes were the result of changes to Earth’s surface by wind, water, and ice   **In Grade 6, students:**   * built a model to illustrate the structural layers of Earth including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere * identified the major tectonic plates including Eurasian, African, Indo-Australian, Pacific, North American, and South American * classified rocks as metamorphic, igneous, or sedimentary by the processes of their formation * described how plate tectonics causes major geological events, such as ocean basins, earthquakes, volcanic eruptions, and mountain building   **In Grade 7, students:**   * predicted and described how different types of catastrophic events impact ecosystems, such as floods, hurricanes, or tornadoes * analyzed the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas | **Prerequisites**  **In Grade 5, students:**   * recognized how landforms such as deltas, canyons, and sand dunes were the result of changes to Earth’s surface by wind, water, and ice   **In Grade 6, students:**   * built a model to illustrate the structural layers of Earth including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere * identified the major tectonic plates including Eurasian, African, Indo-Australian, Pacific, North American, and South American * classified rocks as metamorphic, igneous, or sedimentary by the processes of their formation * described how plate tectonics causes major geological events, such as ocean basins, earthquakes, volcanic eruptions, and mountain building   **In Grade 7, students:**   * predicted and described how different types of catastrophic events impact ecosystems, such as floods, hurricanes, or tornadoes * analyzed the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas |  | **Prerequisites**  **In Grade 5, students:**   * recognized how landforms such as deltas, canyons, and sand dunes were the result of changes to Earth’s surface by wind, water, and ice   **In Grade 6, students:**   * built a model to illustrate the structural layers of Earth including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere * identified the major tectonic plates including Eurasian, African, Indo-Australian, Pacific, North American, and South American * classified rocks as metamorphic, igneous, or sedimentary by the processes of their formation * described how plate tectonics causes major geological events, such as ocean basins, earthquakes, volcanic eruptions, and mountain building   **In Grade 7, students:**   * predicted and described how different types of catastrophic events impact ecosystems, such as floods, hurricanes, or tornadoes * analyzed the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas |  |
| **I will know my students have mastered this standard when they can….** | * Use scale to relate models and structures * Describe the evidence that supports the current theory of plate tectonics. * Identify the major tectonic plates. * Describe the motions and interactions of tectonic plates. * Describe the rock cycle and its products. | * Use scale to relate models and structures * Describe the evidence that supports the current theory of plate tectonics. * Identify the major tectonic plates. * Describe the motions and interactions of tectonic plates. * Describe the rock cycle and its products. |  | * Use scale to relate models and structures * Describe the evidence that supports the current theory of plate tectonics. * Identify the major tectonic plates. * Describe the motions and interactions of tectonic plates. * Describe the rock cycle and its products. |  | |
| **I will assess the standard by…..** | Plickers, cold calls, asking leading questions | Plickers, cold calls, asking leading questions | Plickers, cold calls, asking leading questions | Plickers, cold calls, asking leading questions | Plickers, cold calls, asking leading questions | |
| **Vocabulary**  (Academic and Content) | * sea-floor spreading * plate tectonics * ocean plates * continental plates * plate convergence * deposition * weathering * erosion * paleontology * transform fault * subduction * continental drift * Laurasia * supercontinents * plate divergence | * sea-floor spreading * plate tectonics * ocean plates * continental plates * plate convergence * deposition * weathering * erosion * paleontology * transform fault * subduction * continental drift * Laurasia * supercontinents * plate divergence |  | * sea-floor spreading * plate tectonics * ocean plates * continental plates * plate convergence * deposition * weathering * erosion * paleontology * transform fault * subduction * continental drift * Laurasia * supercontinents * plate divergence |  | |
| **Lesson Topic** (Content Objective) | * The Continental Drift hypothesis * Seafloor Spreading * Landforms and plates * Mountain Building | * The Continental Drift hypothesis * Seafloor Spreading * Landforms and plates * Mountain Building | * The Continental Drift hypothesis * Seafloor Spreading * Landforms and plates * Mountain Building | * The Continental Drift hypothesis * Seafloor Spreading * Landforms and plates * Mountain Building | * The Continental Drift hypothesis * Seafloor Spreading * Landforms and plates * Mountain Building | |
| **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)** | Can you put together a peel puzzle? Pg 355  Instead of orange index card could be used. | Can you guess the age of the glue? Pg 365 | ASSESSMENT | What happenes when tectonics plates collide?  Pg 375 | SNAPSHOT # 4 | |
| **Explore:**  **INM/Review (0 min):** | Continental Drift Evidences pg 356-360 | Seafloor spreading Theory and evidences  Pg 366-370 |  | Landforms created by plate motion , stress and compression pg 376-380 |  | |
| **Explain:**  **Guided Practice** | Continental Drift Evidences pg 356-360 | Seafloor spreading Theory and evidences  Pg 366-370 |  | Landforms created by plate motion , stress and compression pg 376-380 |  | |
| **Elaborate:**  **Independent Practice (20 min):** | Edusmart video and simulation | Edusmart video and simulation |  | Edusmart video and simulation |  | |
| **Evaluate:**  **Closing (5 min.):** | Complete the concept map on pg 360 |  |  | Complete concept map on pg 381 |  | |
| **Reinforcement** | **Materials/ Resources:** |  |  |  |  |  | |
| **Homework** | Study for assessment | Study for assessment |  | Study for Snapshot |  | |
| **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.**