

Teacher: June Young

Week of: August 26 – 30, 2019

Subject: 8<sup>th</sup> Grade GEN Science

Period: 1, 2, 3, 4, 6

	OBJECTIVES	ACTIVITIES	RESOURCES	HOMEWORK	EVALUATION	Literacy STANDARDS
M O N	<p>ACOS</p> <p>2. Plan and carry out investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on characteristic properties.</p> <p>4. Design and conduct an experiment to determine change in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p>	<p><b>GEN BR:</b> Graphing Practice</p> <p><b>Students will:</b></p> <p><b>GEN:</b> Discuss phase changes and watch Tyler DeWitt video – Phase Changes; complete Venn Diagram of States of Matter; complete What is Matter? Day 1 &amp; 2.</p>	<p><b>Glencoe Nature of Science</b> Ch. 8 States of Matter Solids, Liquids, &amp; Gases pp.272-280 Changes in State pp.281-290</p> <p>A+/LTF PowerPoints/Notes</p> <p><b>Tyler DeWitt video – Phase Changes</b> <b>Venn Diagram</b> <b>What is Matter? Day 1 &amp; 2</b> <b>Crash Course video – What’s Matter?</b> <b>Matter Article</b></p>	<p><b>GEN:</b> Finish Physical vs. Chemical Properties if not finished in class</p>	<p>Bell ringer; participation</p>	<p><a href="#">CCSS.ELA-Literacy.RST.6-8.7</a> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)</p>
T U E	<p>ACOS</p> <p>2. Plan and carry out investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on characteristic properties.</p> <p>4. Design and conduct an experiment to determine change in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p>	<p><b>GEN BR:</b> Thermometer Practice</p> <p><b>GEN:</b> Start A Cool Phase Change Lab</p>	<p><b>Glencoe Nature of Science</b> Ch. 8 States of Matter Solids, Liquids, &amp; Gases pp.272-280 Changes in State pp.281-290</p> <p>A+/LTF PowerPoints/Notes <b>Thermometer Practice Sheet</b> <b>A+/LTF Checkpoint 1.1</b> <b>Graphing Notes</b> <b>A Cool Phase Change Lab</b></p>	<p><b>GEN:</b> Review vocabulary</p>	<p>Bell ringer; lab</p>	<p><a href="#">CCSS.ELA-Literacy.RST.6-8.7</a> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <a href="#">CCSS.ELA-Literacy.RST.6-8.6</a> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>
W E D	<p>ACOS</p> <p>2. Plan and carry out investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on characteristic properties.</p> <p>4. Design and conduct an experiment to determine change in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p>	<p><b>GEN BR:</b> Odd One Out</p> <p><b>GEN:</b> Finish A Cool Phase Change Lab</p> <p>State of Matter and Phase Change Quiz</p>	<p><b>Glencoe Nature of Science</b> Ch. 8 States of Matter Solids, Liquids, &amp; Gases pp.272-280 Changes in State pp.281-290</p> <p>A+/LTF PowerPoints/Notes <b>Odd One Out</b> Quiz</p>	<p><b>GEN:</b> Finish lab questions if not finished in class</p>	<p>Bell ringer; lab</p>	<p><a href="#">CCSS.ELA-Literacy.RST.6-8.7</a> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)..</p>

T H U R	<p>ACOS</p> <p>2. Plan and carry out investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on characteristic properties.</p> <p>4. Design and conduct an experiment to determine change in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p>	<p><b>GEN BR:</b> Matter, States, and Properties Article</p> <p><b>Students will:</b></p> <p><b>GEN:</b> Discuss physical &amp; chemical properties; physical &amp; chemical changes; complete Physical vs. Chemical Sorting Activity.</p>	<p><b>Glencoe Nature of Science</b> Ch. 8 States of Matter Solids, Liquids, &amp; Gases pp.272-280 Changes in State pp.281-290</p> <p><b>A+/LTF PowerPoints &amp; Notes</b> <b>Matter, States, &amp; Properties Article</b></p>	<p><b>GEN:</b> Review physical &amp; chemical properties &amp; changes</p>	<p>Bell ringer; participation; PhET</p>	<p><a href="#"><u>CCSS.ELA-Literacy.RST.6-8.4</u></a> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
F R I	<p>ACOS</p> <p>2. Plan and carry out investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on characteristic properties.</p> <p>4. Design and conduct an experiment to determine change in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p>	<p><b>GEN BR:</b> Physical vs. Chemical Changes</p> <p><b>Students will:</b></p> <p><b>GEN:</b> Complete Physical vs. Chemical Changes/Properties Lab.</p>	<p><b>Glencoe Nature of Science</b> Ch. 8 States of Matter Solids, Liquids, &amp; Gases pp.272-280 Changes in State pp.281-290</p> <p><b>A+/LTF PowerPoints &amp; Notes</b> <b>Physical vs. Chemical Changes</b> <b>Changes in Matter Day 1 &amp; 2</b> <b>Physical vs. Chemical Changes Lab</b></p>	<p><b>GEN:</b> Finish lab if not finished in class</p>	<p>Bell ringer; participation; lab</p>	<p><a href="#"><u>CCSS.ELA-Literacy.RST.6-8.5</u></a> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>