**JMS Lesson Plan**

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| **Teacher:** | Shelly Vincent | | **Subject:** | | Science | |
| **Date:** | **Beginning:** 9/4/2017**Ending:**  9/8/2017 | | **Grades:** | | 8th | |
| **Learning**  **Targets:** | I can describe physical and chemical properties.  I can describe how properties can help you identify substances.  I can explain how properties of substances can be used to separate substances.  I can design an experiment to separate a mixture. | | **Connects with:** | | **Math – Equations with missing variables**  **Earth Science – Separating Minerals** | |
| **Standard(s):** | S8P1a. Develop and use a model to compare and contrast pure substances (elements and compounds) and mixtures.  S8P1b. Develop and use models to describe the movement of particles in solids, liquids, gases, and plasma states when thermal energy is added or removed.  S8P1c. Plan and carry out investigations to compare and contrast chemical and physical properties of matter.  S8P1d. Construct an argument based observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical. | | | | | |
| **DOK Level** | **Activities / Assignments / Questions** | | | **Assessment** | | |
| **­­**  **Remediation** | Changes of State are physical changes. | | | Formative | | Selected Response -  Constructed Response -  Verbal  Rubric  Other –  Other – |
| **2** | Anchor Activities – USA Test Prep Chemical and Physical Properties  Physical vs. Chemical - worksheets  Kahoot – Physical and Chemical Properties  ISN note check and review  Videos – tube chop  Kahoot | | | Formative  Summative | | Selected Response -  Constructed Response –  Verbal  Rubric  Other –  Other – |
| **3** | Assessment – Complete a model describing the movement through the states of matter  Anchor Activities – USA Test Prep Matter  Enrichment/Accelerated Activity – Separating Minerals pg. 63 | | | Formative  Summative | | Selected Response  Constructed Response -  Verbal  Rubric  Other –  Other – |
| **4** | | Construct an argument based on observational evidence to support the claim that when a change in substance occurs, it can be classified as either chemical or physical. | | Formative  Summative | | Selected Response  Constructed Response -  Verbal  Rubric  Other –  Other – |
| **Resources:** | Tube chop  Kahoot  Google Classroom  USA Test Prep | | | | | |

**Monday** – LABOR DAY

No School

**Tuesday** – Review physical vs. chemical

worksheets

videos – tubechop

**Wednesday** **–** Review physical vs. chemical

Kahoot

ISN notes

**Thursday** – Assessment - formative

Google classroom (tubechop)

**Friday** – Assessment - summative

Short constructed response citing evidence to support a claim

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| "No amount of experimentation can ever prove me right; a single experiment can prove me wrong."  Albert Einstein |  |