

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard				SC.6.N.1.5, SC.6.N.2.3, SC.6.N.1.1	SC.6.N.1.5, SC.6.N.2.3, SC.6.N.1.1
DOK/Cognitive Complexity	1	1,2	1,2	1,2	1,2
Learning Goals	LG #1: SWBA to explain class rules and procedures LG#2: SWBA to identify and explain appropriate lab safety procedures LG #3: SWBA to express their thoughts, ideas, and opinions LG#4: SWBA to identify and explain school evacuation and safety procedures	LG #1 SWBA to identify and explain appropriate lab safety procedures LG#2: SWBA to identify and explain school discipline plan	LG#1: : SWBA to show creativity in science LG#2: SWBA to analyze their 2013/2014 FCAT scores	LG #1: SWBA to show creativity in science LG #2: SWBA to illustrate, define, and compare unit 1 vocab. words	LG #1: SWBA to distinguish between science and pseudoscience LG #2: SWBA to express their thoughts, ideas, and opinions regarding lab safety
Instructional Activities	Teacher: -Present PowerPoint presentation on class rules and procedures - Review student agenda - Review lab safety procedures Student: - "Getting to know you" activity HW: -Print FCAT scores (reading/math) -Bring agenda to bring review discipline plan - get Lab Safety/Technology form signed	Teacher: - Monitoring/Assessing student understanding of Discipline Plan - Assessing student understanding of lab safety procedures Student: - Discipline Plan (popcorn reading/discussion/Q&A) - Minion safety model (label & explain)/Lab Safety Essay HW: - Complete DATA/goal setting sheet	WarmUp – Lab Safety Teacher: - Discuss Goal Setting - Discuss/Demo "what is science?" Student: - complete goal setting worksheet - write and discuss thoughts on "what is science?" - complete lab safety essay HW: - Print symbol/list facts	WarmUp – Scientific Summer Teacher: - Model and review (1.1 vocab. /content clue) - review and discuss empirical evidence Student: - write and discuss thoughts on "what is science?" - complete 1.1 vocab. HW: - 1.2 vocab. (theory,law,model)	WarmUp – Fields of Science Teacher: - demo. science vs pseudoscience -discuss fields of science - review Frayer model - complete lab safety essay Student: - copy EQ/LG - complete goal setting worksheet/ DATA sheet - Q&A science vs pseudoscience - complete lab safety essay - empirical evidence Frayer model
Marzano Elements			14	13,14	6

Assessment	Group Activity	- Essay/Illustration Worksheet - Worksheet	- Worksheet	Post-It Notes	-Essay/Illustration
ESOL/ESE ** Strategies	-see below-	-see below-	-see below-	-see below-	-see below-

***High Yield Strategy**

**** Accommodations include:** extra time, shortened assignments, close proximity, repeated instructions, alternate formats, oral questioning and responses on tests, written notes and study guides

Marzano Elements: 6 – Identifying Critical Information, 7- Organizing students for New Knowledge, 8 – Previewing New Content, 9 - Chunking Content into “Digestible Bites” 11 – Elaborating on New Information, 12 – Recording and Representing Knowledge, 13 - Reflecting on Learning, 14 - Reviewing Content, 15 - Organizing Students to Practice and Deepen Knowledge, 16 - Using Homework, 17 - Examining Similarities and Differences, 18 – Examining Errors in Reasoning, 20 – Revising Knowledge, 21 - Organizing Students for Cognitively, Complex Tasks, 22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing, 23 - Providing Resources and Guidance

Week Of: August 31 – Sept 4

Subject: Science

Grade: 8

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard	SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.3	SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.3	SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.3	SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.3	SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.3
DOK/Cognitive Complexity	2,3	2,3	2,3	3,4	2,3
Learning Goals	LG #1: SWBA to identify and explain the tools involved in scientific investigation	LG#1: SWBA to identify, explain, and give an example of a hypothesis LG#2: SWBA explain how empirical evidence is used in a scientific investigation	LG#1: SWBA to demonstrate and explain how scientists show creativity in science LG #2: SWBA to identify and explain critical content in unit 1 lesson 1	LG#1: SWBA to use scientific investigation to solve a problem and investigate hypothesis	LG #1: SWBA to assess understanding of scientific method, variables, and tools used in science
Instructional Activities	WarmUp: scientific investigation, creativity Teacher: - Distribute scientific method cards -Present PowerPoint presentation on scientific method Student: - sorting cards in order -pgs.5 (Q1-3), pg. 6 (Q5), pgs. 7, 8. 10. 11 - PowerPoint scientific method knowledge check questions - Practice using the scientific	WarmUp: scientific investigation, variables, mean, median, and mode Teacher: - Review/model Frayer Model -Review/model 3 column notes Student: - Empirical Evidence (frayer model) - Nature of Science: 3 column notes (1.1) - hypothesis activity	WarmUp: conducting an experiment/trials/sample size Teacher: - Review 1.1 quiz study guide -Review/model 3 column notes - model/review symbols (creativity) Student: - complete Nature of Science: 1.1 notes - copy study guide - work on symbol	WarmUp: Science vs Technology Teacher: - Review/model lab safety procedure Student: - complete Scientific Investigation Lab HW: study for 1.1 Quiz	WarmUp: matching variables Teacher: - Review/model test taking strategies/behavior - model how to make a foldable Student: - 1.1 Quiz - make variable foldable HW: create a mnemonic

	method HW: complete CW pages	HW: column notes	HW: column notes (creativity in science) - Pg. 13 Q1-9		ICDOM
Marzano Elements	6	6,15	6,12	15,22	6,12
Assessment	- Knowledge Check Questions	- Frayer Model	Notes	Lab	Quiz
ESOL/ESE ** Strategies	-see below-	-see below-	-see below-	-see below-	-see below-

***High Yield Strategy**

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Marzano Elements: 6 – Identifying Critical Information, 7- Organizing students for New Knowledge, 8 – Previewing New Content, 9 - Chunking Content into “Digestible Bites” 11 – Elaborating on New Information, 12 – Recording and Representing Knowledge, 13 - Reflecting on Learning, 14 - Reviewing Content, 15 - Organizing Students to Practice and Deepen Knowledge, 16 - Using Homework, 17 - Examining Similarities and Differences, 18 – Examining Errors in Reasoning, 20 – Revising Knowledge, 21 - Organizing Students for Cognitively, Complex Tasks, 22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing, 23 - Providing Resources and Guidance

Week Of: September 7 – Sept 11

Subject: Science

Grade: 8

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard	NO SCHOOL	SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.3	SC.6.N.2.2, SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3, LA.6.4.2.2	SC.6.N.2.2, SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3, LA.6.4.2.2	SC.6.N.2.2, SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3, LA.6.4.2.2, SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.3
DOK/Cognitive Complexity		3,4	3,4	2,3	2,3
Learning Goals		LG #1: SWBA to assess their DOK of 8 th grade science standards and benchmarks	LG #1: SWBA to assess their DOK of 8 th grade science standards and benchmarks	LG #1: SWBA to identify, explain, and develop their own variables	LG #1: SWBA to explain and give examples of repetition and replication LG #2: SWBA to interpret graphs, charts, and tables
Instructional Activities		Teacher: - explain Pre-Test Student: - Science Pre-Test -	WarmUp – variables, measurements Teacher: - explain Pre-Test	WarmUp: identifying variables Teacher: - explain/model variable foldable (ex/pictures) - explain variable	WarmUp: replication/repetition Teacher: - Discuss Replication/Repetition - Instructions on

		HW: NONE	Student: - Science Pre-Test	worksheet Student: - complete variable foldable - complete variable worksheet HW: USA Test Prep Practice Problems	interpreting data Student: - Model/Demonstrate repetition/replication - whiteboard activity – analyze data tables - Data table worksheet HW: NONE
Marzano Elements		6	6	6,13	15
Assessment		Pre-Test	Pre-Test	Variable worksheet	Whiteboard Activity
ESOL/ESE ** Strategies		-see below-	-see below-	-see below-	-see below-

***High Yield Strategy**

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Marzano Elements: 6 – Identifying Critical Information, 7- Organizing students for New Knowledge, 8 – Previewing New Content, 9 - Chunking Content into “Digestible Bites”,11 – Elaborating on New Information, 12 – Recording and Representing Knowledge, 13 - Reflecting on Learning, 14 - Reviewing Content, 15 - Organizing Students to Practice and Deepen Knowledge, 16 - Using Homework, 17 - Examining Similarities and Differences, 18 – Examining Errors in Reasoning, 20 – Revising Knowledge, 21 - Organizing Students for Cognitively, Complex Tasks, 22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing, 23 - Providing Resources and Guidance

Week Of: September 14 -Sept 18

Subject: Science

Grade: 8

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard	NO SCHOOL	SC.6.N.2.2, SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3, SC.6.N.1.1, LA.6.4.2.2	SC.6.N.2.2, SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3, SC.6.N.1.1, LA.6.4.2.2	EARLY RELEASE SC.6.N.1.1, LA.6.4.2.2	SC.6.N.2.2, SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3, SC.6.N.1.1, LA.6.4.2.2
DOK/Cognitive Complexity		2,3	2,3	2,3	3,4
Learning Goals		LG #1: SWBA to compare and contrast theory vs law LG #2: SWBA to interpret graphs, charts, and tables	LG #1: SWBA to organize theories and laws, and give reasoning LG #2: SWBA to interpret graphs, charts, and tables	LG #1: SWBA to organize theories and laws, and give reasoning LG #2: SWBA to construct graphs (circle, line. Bar) and analyze information	LG #1: SWBA to assess their understanding of scientific investigations, metric system, and theory vs law LG #2: SWBA to develop a scientific investigation using the steps of the scientific method.
Instructional		WarmUp: Model	WarmUp: Model/Theory vs Law	Teacher: -Review column notes	WarmUp: Variable/Metric System/Experimental Group

Activities		Teacher: - Discuss models - Discuss/intro. theory/law Student: - Theory/Law matching activity/Venn Diagram - relate models to learning goal (how scientists use creativity in designing experiments) - complete Data Tables - Quiz make-ups HW: USA TEST PREP – Replication and Repetition	Teacher: - Review Theory/Law Questions - Review Graphing Worksheet - Discuss EQ/LG Student: - Class Discussion Theory/Law - Class Discussion Graphing - Repetition/Replication column notes - Answer EQ/LG and self-assessment HW: USA TEST PREP – USA TEST PREP – Theories & Laws	- Recall/Explain graphing (good vs bad graphing activity) Student: - Complete column notes - Graphing Activity HW: Study for SI Quiz	Teacher: - Review and explain quiz study guide Student: - Scientific Investigation Quiz - Experimental Design Worksheet HW: USA TEST PREP – USA TEST PREP – Scientific Method
Marzano Elements		8	1,11,16	6, 12	6,12
Assessment		Activity/Venn Diagram	Essential Question/Learning Goal	Graphing Activity/Notes	Quiz
ESOL/ESE ** Strategies		-see below-	-see below-	-see below-	-see below-

***High Yield Strategy**

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Week Of: September 21-Sept 25

Subject: Science

Grade: 8

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard	SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.3, SC.6.N.1.4, LA.6.4.2.2	SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.3, SC.6.N.1.4, LA.6.4.2.2	NO SCHOOL	SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.3, SC.6.N.1.4, LA.6.4.2.2	SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.3, SC.6.N.1.4, LA.6.4.2.2
DOK/Cognitive Complexity	2,3	3,4		2,3	3,4
Learning Goals	LG #1: SWBA to develop a scientific investigation using the steps of the scientific method. LG #2: SWBA to construct graphs (circle, line. Bar) and	LG #1: SWBA to describe how scientific theory or model may be revised to explain new observations or evidence LG #2: SWBA to construct		LG #1: SWBA to develop a scientific investigation using the steps of the scientific method. LG #2: SWBA to explain why	LG #1: SWBA to plan and carry out scientific investigation, identify variables, collect and organize, and interpret charts, tables,

	analyze information	graphs (circle, line, Bar) and analyze information		scientific investigations should be replicable	and graphs, and analyze information, make predictions, and draw conclusion
Instructional Activities	<p>WarmUp: theory vs law/ intro to mass and weight</p> <p>Teacher:</p> <ul style="list-style-type: none"> - review column notes (repetition and replication) - review "good" graphs and variables - review Experimental Design worksheet - review USA Test prep Practice (Theory and Law) <p>Student:</p> <ul style="list-style-type: none"> - revise notes - Experimental Design Worksheet - make a "good" line graph and bar graph <p>HW: Research, explain and illustrate Law of Superposition</p>	<p>WarmUp: theory vs law/ intro to mass and weight</p> <p>Teacher:</p> <ul style="list-style-type: none"> - review circle graphs/using a protractor - review USA Test prep Practice (Repetition and Replication) <p>Student:</p> <ul style="list-style-type: none"> - Happy Birthday Circle Graph - answer 1.2 EQ/LG <p>HW: -Everyday Scientific Investigation (Analyze Data) - Science Fair topic</p>		<p>Teacher:</p> <ul style="list-style-type: none"> - explain and model class work <p>Student:</p> <ul style="list-style-type: none"> - repetition and replication worksheet - nature of science worksheet - complete Experimental Design worksheet <p>HW: - None</p>	<p>WarmUp: intro to volume/measuring volume</p> <p>Teacher:</p> <ul style="list-style-type: none"> - review lab instructions - assign groups - review unit 1 test study guide <p>Student:</p> <ul style="list-style-type: none"> - Skittle Lab (Scientific Investigation, identifying variables, graphing) <p>HW: -None</p>
Marzano Elements	6,13	6,13		6,13,21,22	6,21,22
Assessment	Worksheet	Essential Question/Learning Goal		worksheet	Lab
ESOL/ESE ** Strategies	-see below-	-see below-		-see below-	-see below-

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Week Of: September 28-Oct 2

Subject: Science

Grade: 8

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard	SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.3, SC.6.N.1.4, LA.6.4.2.2	SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.3, SC.6.N.1.4, LA.6.4.2.2, SC.8.P.8.2,	SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.3, SC.6.N.1.4, LA.6.4.2.2, SC.8.P.8.2,	SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.3, SC.6.N.1.4, LA.6.4.2.2, SC.8.P.8.2,	PICTURE DAY SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2

		SC.8.P.8.3	SC.8.P.8.3	SC.8.P.8.3	
DOK/Cognitive Complexity	3,4	2,3	2,3	1,2	2,3
Learning Goals	LG #1: SWBA to plan and carry out scientific investigation, identify variables, collect and organize, and interpret charts, tables, and graphs, and analyze information, make predictions, and draw conclusion	LG #1: SWBA to plan and carry out scientific investigation, identify variables, collect and organize, and interpret charts, tables, and graphs, and analyze information, make predictions, and draw conclusion	LG #1: SWBA to recognize and explain a scientific theory and law, give a description, and explain how it is used in everyday life	LG #1: SWBA to assess their understanding of scientific investigation, variables, replication, repetition, and theory/law LG #2: SWBA to calculate density, mass, or volume given two of the three variables	LG #1: SWBA to calculate density, mass, or volume given two of the three variables
Instructional Activities	WarmUp: review mass vs weight, density Teacher: - review USA TEST PREP – Repetition& Replication/Theories& Laws - review Skittle lab table and Data Analysis Student: - complete Skittle Lab (Scientific Investigation, identifying variables, graphing) - complete graphing activity HW: -Review Unit 1 Study Guide	WarmUp: intro to volume, density Teacher: -Demonstration mass, volume, and density - review/model Theory&Law Four Squares Student: -Class Discussion (mass, volume, density) - Theory and Law Foldable (Laws) HW: complete Theory and Law foldable (laws)	WarmUp: intro to volume, density Teacher: -Demonstration mass, volume, and density - review/model Theory&Law Four Squares Student: -Class Discussion (mass, volume, density) - Theory and Law Foldable (Laws) HW: complete Theory and Law foldable (laws)	WarmUp: intro to volume, density Teacher: - Review and Discuss 1.2 – 1.4 EQ/LG - Mass vs Weight Demo. - Teach/Explain Density Calculations Student: -answer 1.2-1.4 EQ/LG - Density problems HW: - Density Problems - Theory/Law (4 Square)	Teacher: - Review Density Calculations Student: - Density problems HW: - NONE
Marzano Elements	6,21,22	6,15	6, 15	6, 8	12
Assessment	worksheet	Digital Lesson Questions/worksheet	Discussion Essential Question, Learning Goals/ Lab		Video Questions
ESOL/ESE ** Strategies	-see below-	-see below-	-see below-	-see below-	-see below-

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Week Of: October 5-Oct 9

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard	SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2	SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2	SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2	SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2	SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2
DOK/Cognitive Complexity	1,2	2,3	3,4	3,4	3,4
Learning Goals	LG #1: SWBA to determine the volume of an object using displacement LG #2: SWBA to distinguish between mass and weight	LG #1: SWBA to determine the volume of an object using displacement LG #2: SWBA to construct graphs (circle, line, Bar) and analyze information	LG #1: SWBA to determine the volume of an object using displacement LG #2: SWBA to construct graphs (circle, line, Bar) and analyze information	LG #1: SWBA to plan and carry out scientific investigation, identify the best method to find the volume, calculate mass, and density. LG #2: SWBA to plan and carry out scientific investigation make predictions, draw conclusion, and investigate density	LG #1: SWBA to plan and carry out scientific investigation, identify the best method to find the volume, calculate mass, and density. LG #2: SWBA to plan and carry out scientific investigation make predictions, draw conclusion, and investigate density
Instructional Activities	WarmUp: Density Calculations Teacher: - Demonstrate Water Displacement - Review /Model Mass vs Weight Venn Diagram Student: - Copy 2.1 EQ/LG - Complete Water Displacement worksheet - Mass Vs. Weight Venn Diagram HW: pgs. 71-72, 75-78, 80	WarmUp: mass vs weight, water displacement Teacher:- - Discuss/Review Density Lab - Review/Model making a graph (line, bar, circle) Student: - Density Pre-Lab - Graphing activity HW: pgs. 73-74	WarmUp: mass vs weight activity Teacher: - review/model water displacement - review vocab. (context clue) Student: - complete graphing activity - water displacement activity 2.1 vocab. HW: Everyday Scientific Investigation (Conclusion) - Science Fair Topic due Friday	Teacher: - review lab procedures Student: - Investigating density, mass and volume lab HW: - Science Fair topic due Friday - volume, mass, and density worksheet	Teacher: - review lab procedures Part 2 Student: - Investigating density, mass and volume lab HW: - USA Test Prep – Density Due Weds - volume, mass, and density worksheet
Marzano Elements	11	12,18	15	15,21	21,22
Assessment	Worksheet	Create graphs (circle, line, bar)	Activity	Lab Activity	Lab Activity
ESOL/ESE ** Strategies	-see below-	-see below-	-see below-	-see below-	-see below-

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to Practice and Deepen Knowledge, 16 - Using Homework, 17 - Examining Similarities and Differences, 18 – Examining Errors in Reasoning, 20 – Revising Knowledge, 21 - Organizing Students for Cognitively, Complex Tasks, 22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing, 23 - Providing Resources and Guidance

Week Of: October 12 - Oct 16

Subject: Science

Grade: 8

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard	SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2	SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2	SC.8.P.8.2, SC.8.P.8.3, MA.6.A.3.6, MA.6.S.6.2	SC.8.P.8.4, SC.8.N.1.1	SC.8.P.8.4, SC.8.N.1.1
DOK/Cognitive Complexity	2,3	2,3	2,3	1,2	2,3
Learning Goals	LG #1: SWBA to calculate density, mass, or volume given two of the three variables LG #2: SWBA to illustrate, define, and compare unit 1 vocab. words	LG #1: SWBA to calculate density, mass, or volume given two of the three variables and metric conversions LG #2 SWBA to identify and explain critical content in unit 2 lesson 1	LG #1: SWBA to assess their understanding of mass, weight, density, volume, and displacement LG #2 SWBA to identify and explain critical content in unit 2 lesson 1	LG #1: SWBA to distinguish physical properties form chemical properties LG #2: SWBA to list some characteristic properties of matter LG #3: SWBA to illustrate, define, and compare unit 2 vocab. words	LG #1: SWBA to assess their understanding of critical content (physical/chemical properties) LG #2: SWBA to distinguish physical properties form chemical properties LG #3: SWBA to list some characteristic properties of matter
Instructional Activities	WarmUp: Density Table Teacher: - review density problems Student: - whiteboard – density problem review - complete 2.1 vocab. HW: - USA Test Prep – Density Due Weds - Density problems	WarmUp: Density w/ metric conversion Teacher: - review density HW problems Student: - density problems (metric conversion) - 2.1 column notes HW: - USA Test Prep – Density Due Weds	Teacher: - provide instructions /guidance for 2.1 Quiz - check 2.1 vocab. Student: -2.1 Quiz - complete 2.1 column notes HW: Science Fair Task 2 & 4 due Friday (10/16)	WarmUp: physical property Teacher: - demo./intro to physical and chemical property - Discuss chemical and physical properties Student: -2.2 vocab (physical & chemical property) - examine physical properties (observable/measurable) HW: - Science Fair Task 2 & 4 due Friday (10/16) - pg. 83	Teacher: - review physical and chemical properties Student: -chemical and physical properties knowledge check - pgs. 88-97 HW: - Science Fair Task 3 Due (10/26)
Marzano Elements	15	12,16	6,12	8,11,15	6,17
Assessment	White Board	Density Problems/Cornell Notes	Quiz	Physical/Chemical properties table	Knowledge check
ESOL/ESE ** Strategies	-see below-	-see below-	-see below-	-see below-	-see below-

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Week Of: October 19 - Oct 23

Subject: Science

Grade: 8

	Monday	Tuesday	Wednesday	Thursday	Friday
FSA Standard	SC.8.P.8.2, SC.8.P.8.3, SC.8.P.8.4, SC.8.N.1.1	SC.8.P.8.2, SC.8.P.8.3, SC.8.P.8.4, SC.8.N.1.1	SC.8.P.8.4, SC.8.N.1.1	EARLY RELEASE SC.8.P.8.4, SC.8.N.1.1	NO SCHOOL
DOK/Cognitive Complexity	2,3	2,3	1,2	2,3	
Learning Goals	LG #1: SWBA to explain and measure their understanding of critical content in unit 2 lesson 1 LG #2: SWBA to distinguish physical properties form chemical properties LG #3: SWBA to list some characteristic properties of matter	LG #1: SWBA to identify and explain critical content in unit 2 lesson 2	LG #1: SWBA to assess their understanding of critical content (physical/chemical properties) LG #2: SWBA to distinguish physical properties form chemical properties LG #3: SWBA to list some characteristic properties of matter	LG #1: SWBA to distinguish physical properties form chemical properties LG #2: SWBA to use characteristic properties to identify substances	
Instructional Activities	WarmUp: density review/physical property Teacher: - review 2.1 EQ/LG Student: -answer 2.1 EQ/LG - pgs. 88-97 HW: - Science Fair Task 3 Due (10/26)	WarmUp: physical vs chemical property Teacher: - discuss 2.2 EQ/LG Student: -copy 2.2 EQ/LG - complete 2.2 column notes HW: - Science Fair Task 3 Due (10/26)	Teacher: - discuss grades / performance - explain and discuss 2.2 digital lesson questions Student: - 2.2 Digital Lesson HW: - Science Fair Task 3 Due (10/26)	Teacher: - explain activity Student: - physical and chemical properties activity/scavenger hunt HW: - Science Fair Task 3 Due (10/26)	
Marzano Elements	12,13	6,14	9,13	6,7,14	
Assessment	Essential Questions/Learning Goal, worksheets	Cornell Notes	Digital Lesson	Activity	
ESOL/ESE **					

Strategies	-see below-	-see below-	-see below-	-see below-	
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***High Yield Strategy**

**** Accommodations include:** extra time, shortened assignments, close proximity, repeated instructions, alternate formats, oral questioning and responses on tests, written notes and study guides

Marzano Elements: 6 – Identifying Critical Information, 7- Organizing students for New Knowledge, 8 – Previewing New Content, 9 - Chunking Content into “Digestible Bites”11 – Elaborating on New Information, 12 – Recording and Representing Knowledge, 13 - Reflecting on Learning, 14 - Reviewing Content, 15 - Organizing Students to Practice and Deepen Knowledge, 16 - Using Homework, 17 - Examining Similarities and Differences, 18 – Examining Errors in Reasoning, 20 – Revising Knowledge, 21 - Organizing Students for Cognitively, Complex Tasks, 22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing, 23 - Providing Resources and Guidance