|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** 8 | | | | **Teacher/Room:** Norris/149 **Week of:** August 11, 2014 | | | |
| **Unit Vocabulary:** Observe, classify, conclusion, hypothesis, independent variable, dependent variable, quantitative data, qualitative data, infer, theory | | | | | | | |
| **Monday**  8-11-14 | | | | | | | |
| CC Standards: | | | | | | | |
|  | | STEM | | | | | Science |
| Instructional Strategies/ Resources Used: | | Syllabus | | | | |  |
| EQ | | What are the class procedural expectations? | | | | | What are the class procedural expectations? |
| Activating: | |  | | | | |  |
| Class Activity: | | 1. Welcome/ Introductions 2. Review class rules 3. Read over Syllabus | | | | | 1. Welcome/ Introductions 2. Review class rules   3) Read over Syllabus |
| Assessment | |  | | | | |  |
| Homework: | | Syllabus Signed and returned | | | | | Syllabus Signed and returned |
| Differentiation: | |  | | | | |  |
|  | |  | | | | |  |
| **Tuesday**  8-12-14 | | | | | | | |
| CC Standards:  S8CS9a Investigations, collecting evidence to provide hypothesis, and formulate explainations | | | | | | | |
|  | STEM- | | | | Science | | |
| Instructional Strategies/ Resources Used: |  | | | |  | | |
| EQ | What are the steps of the Scientific Method? | | | | What are the steps of the Scientific Method? | | |
| Activating: | Using patience <http://www.youtube.com/user/Prudential?v=sT7fbayfNBU> | | | | <http://www.youtube.com/user/Prudential?v=sT7fbayfNBU> | | |
| Class Activity: | 1. Journal #1 Steps to the Scientific Method- list, explain, and illustrate 2. Add to your journal a personal example of yours using the SM 3. View Video Clip | | | | 1. Journal #1 Steps to the Scientific Method- list, explain, and illustrate 2. View Video Clip | | |
| Homework: | Syllabus Signed and returned | | | | Syllabus Signed and returned | | |
| Differentiation: | Personal experience | | | |  | | |
| **Wednesday**  8-13-14 | | | | | | | |
| CC Standards:  S8CS9a Investigations, collecting evidence to provide hypothesis, and formulate explanations | | | | | | | |
|  | | | STEM | | | Science | |
| Instructional Strategies/ Resources Used: | | | Hands-on Lab | | | Hands-on Lab | |
| EQ | | | What happens to sugar molecules when combined with water? | | | What happens to sugar molecules when combined with water? | |
| Activating: | | |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class Activity: | | | Complete Sugar Water Observation Lab #1  2. Complete lab report and illustrations | | Complete Sugar Water Observation Lab #1   1. Complete lab report and illustrations |
| Assessment: | | | Lab Report | | Lab Report |
| Homework: | | | Finish lab report if needed | | Finish lab report if needed |
| Differentiation: | | | Evaluate real world through personal experience | | Guided instruction |
| **Thursday**  8-14-14 | | | | | |
| CC Standards:  S8CS6 Students will communicate scientific ideas clearly  S8CS9a Investigations, collecting evidence to provide hypothesis, and formulate explanations | | | | | |
|  | STEM | | | Science | |
| Instructional Strategies/ Resources Used: |  | | |  | |
| EQ | What makes a hypothesis valid? | | | What makes a hypothesis valid? | |
| Activating: | Video on sugar and water | | | Video on sugar and water | |
| Class Activity: | 1. Introduce Article review 2. Journal #2- Scientific Tools create an experiment to test your selected hypothesis 3. Unit Vocabulary definitions | | | \*\* Introduce Article Review  \*\*Journal #2- Scientific Tools create an experiment to test your selected hypothesis  \*\*Unit Vocabulary definitions | |
| Assessment: | Journal response | | | Journal response | |
| Homework: | Article Review due Tuesday 8-19 Finish any work not done in class | | | Article Review due Tuesday 8-19 Finish any work not done in class | |
| Differentiation: | Individual Interest based | | | Whole group example | |
| **Friday**  8-15-14 | | | | | |
| CC Standards:  S8CS6 Students will communicate scientific ideas clearly  S8CS9a Investigations, collecting evidence to provide hypothesis, and formulate explanations | | | | | |
|  | | STEM | | Science | |
| Instructional Strategies/ Resources Used: | | Physical Science Textbook | | Physical Science Textbook | |
| EQ | | How is the reaction between oil and water different than sugar and water? | | How is the reaction between oil and water different than sugar and water? | |
| Activating: | | <https://www.youtube.com/watch?v=Uy0m7jnyv6U> Meet the Elements | | <https://www.youtube.com/watch?v=Uy0m7jnyv6U> | |
| Class Activity: | | 1. Review Vocabulary  2. Oil and Water Lab- SB page 24  3. Complete question | | 1. Review Vocabulary  2. Oil and Water Lab- SB page 24  3. Complete question | |
| Assessment: | | Lab Report | | Lab Report | |
| Homework: | | All unfinished work/ Article Review due Tuesday | | All unfinished work/ Article Review due Tuesday | |
| Differentiation: | |  | |  | |