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| **Standard**:  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about lab safety and measurement taking/calculations**    **```` I can calculate density from measurements.** | Density practice problems with various units. | Students will measure the masses and volumes of various objects using electronic scales and Archimedes principle. | | Students will calculate density in groups. | | Discussion of possible points of error |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about th the history of the development of atomic theory and the main scientists and experiments involved.**          **I can explain how each each of the subatomic particles was discovered/theorized, which scientist(s) were involved, and the experiment involved.** | Prior knowledge assessment of SAPs | Guided notes and lecture over the history and development of subatomic particle theory (SAP) and the major scientists (Thomson, Chadwich, etc.) involved. This includes the experiments used, and the growth of the atom model over time (2 days of notes and discussion) | | Students will create timeline of development of SAP theory including atomic models at each step (drawn). 2 days of timeline creating in tandem with notes and discussion. | | List 3 scientists and their contributions to SAP theory. |
| **Wednesday** | Location of SAP question. | Draw 2 outdated atom diagrams. |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about isotopes.**          **I can draw, create (using models) isotopes. I can calculate SAP number from limited given data.** | Atomic Model question (Bohr) | Guided notes and practice about isotopes, what makes them a “different” atom, and what SAP is involved. I do, we do, I check with isotope notation. Introduce idea of “abundance”. 2 days of notes and practice. | | Students in groups will play “build an atom/isotope” on atom game boards. Each answer will be reviewed and explained as correct or incorrect, and students guided to try again. 2 days of games. Isotope notation added day 2. | | Discuss importance of neutron in atoms. |
| **Friday** | The 3 isotopes of hydrogen, list numbers of each SAP. | “Name this isotope/atom” when given ONLY neutrons and electrons. |

*\*key literacy strategies*