Maureen M. Drees

General Science Lesson Plans

January 15-19, 2018

Note: Monday is the WIC Professional Development Day. Tuesday Allen Zobel will be my afternoon substitute while I’m at the District Leadership Team meeting. Wednesday is a 2:25 dismissal for professional development.

Essential concepts and skills emphasized in the week’s lessons will be highlighted.

Disciplinary Core Ideas

Life Science

1. From molecules to organisms: Structures and processes
2. Ecosystems: Interactions, energy, and dynamics
3. Heredity: Inheritance and variation of traits
4. Biological Evolution: Unity and diversity

Earth and Space Science

1. Earth’s place in the universe
2. Earth’s systems
3. Earth and human activity

Physical Science

1. Matter and its interactions
2. **Motion and stability: Forces and interactions**
3. **Energy**
4. Waves and their applications in technologies for information transfer

Science and Engineering Practices

1. **Asking questions and defining problems**
2. **Developing and using models**
3. **Planning and carrying out investigations**
4. **Analyzing and interpreting data**
5. **Using mathematics and computational thinking**
6. **Constructing explanations and designing solutions**
7. **Engaging in argument from evidence**
8. **Obtaining, evaluating, and communicating information**

Cross-Cutting Concepts

1. Patterns
2. **Cause and effect**
3. **Scale, proportion, and quantity**
4. **Systems and system models**
5. **Energy and matter**
6. Structure and function
7. Stability and change

Monday—doesn’t meet

Tuesday—Mr. Zobel 5th Hour

* 1. Let students know that we will go over Chapter 6 Test on Wednesday
  2. Clean out folders, save periodic table
  3. Work in groups of 2 to compile ABC chart
  4. Draw student numbers to tell what science words fit each box on ABC chart
  5. Have student lift heavy object, have another student hold heavy object over his/her head, discuss with students which one is doing work and why

Wednesday—shortened periods

* + 1. Go over Chapter 6 Test
    2. See semester grades to this point
    3. Read and take book notes together over pages 210-213 8.1 Work and Power

Thursday—

* + - 1. Finish book notes, if needed
      2. Walk students through Get to Work lab, practice using equation W=Fd
      3. Small groups of students carry out lab and complete lab sheet write up

Friday—

* + - * 1. Discuss and hand in lab
        2. Review with students how to calculate work
        3. Have two students lift the same soup cans, one in more time and one in less time, discuss with class that they did the same amount of work, establish that the difference was in how quickly they did the work, use to introduce the concept of power
        4. Calculate power P=W/t for each student