# Glynn County Daily Lesson Plan for MS HS Instruction

**Teacher : DuMortier**

**Course/ Subject: Physical Science**

**Date of Instruction:  March 16, 2022**

| **Opening (I Do)**<br>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.<br>**TKES 1, 2, 3,4,5, 8,10** | **Standards:**<br>**SPS5. Obtain, evaluate, and communicate information to compare and contrast the phases of matter as they relate to atomic and molecular motion.** |
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| | **Learning Target:**<br><br> a. Ask questions to compare and contrast models depicting the particle arrangement and motion in solids, liquids, gases, and plasmas.<br> b. Plan and carry out investigations to identify the relationships among temperature, pressure, volume, and density of gases in closed systems. (Clarification statement: Using specific Gas laws to perform calculations is beyond the scope of this standard; emphasis should focus on the conceptual understanding of the behavior of gases rather than calculations.) |
| | **Success Criteria:**<br><br>1.  I can relate molecular motion to the states of matter and determine factors that affect the states of matter (pressure, temperature, volume, density) |
| | **Introduction/Connection:**<br><br>Show examples of changes...and have class try to explain |
| | **DIRECT INSTRUCTION:**<br><br>Physical and Chemical Changes<br><br>Gas Laws - Boyles and Charles Law |
| **Work Period  (We Do, You Do)**<br>Students learning by doing/demonstrating learning expectations.  Describe the instructional process that will be used to engage the students in the work period.<br>**TKES 1, 2, 3, 4, 5, 7. 8,10** | **GUIDED PRACTICE:**<br><br>GPB Chemistry Video 202/203<br><br>Phase change diagrams |
| | **INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:**<br><br>Phase change diagrams and Gas Law problems. Edpuzzle |
| **Closing  (We Check)**<br>Describe the instructional process that will be used to close the lesson and check for student understanding .<br>**TKES : 1,2,3, 4,5,6,7,8** | **SUMMARIZE/CHECK FOR UNDERSTANDING:**<br><br>Ticket out Door |