EXPECTATIONS FOR DEVELOPING LESSON PLANS

November 18, 2014

Questions:

http//todaysmeet.com/SCPSLessonPlanExpectationSecondary

Essential Knowledge, Skills, and Processes/Competency (BOLD verbs of Bloom's Taxonomy)	
Learning Objective:	Flexible Grouping: ___Whole Group ___ Small Group ___ Individual
Do Now/Warm-Up:	Anticipatory "Hook" Set:
Prerequisite Skills or SOL Objective(s):	
Differentiated Instruction Strategies:	Verification of Differentiation: 1. What adaptations will be made to the instructional objectives for students with diverse needs? 2. What alternative assessments will be needed? 3. Will materials need to be adapted? (i.e. homework, classwork, assessments) 4. What procedural adaptations will be required?
Evidence of Learning (Assessments):	Closure:
Informative/Formative Assessment Opportunities ("Watch for"): Please include Results	
Teacher's Reflections:	

Lesson and Unit Plan
Plan for Differentiation/Accommodation/Adaptation

Differentiation	
Students in need of Support	Plan of Action
Students in need of Extension	Plan of Action

Southampton County Public Schools Secondary Lesson Plan

SCPS – Secondary 2014

Teacher:	Subject: **Physical Science**	Date:

SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

Prerequisite/Anticipatory Set:

What do students need to know before the lesson in order to be successful?/What will you do or say to gain student attention or focus on the lesson? What is your "hook"?

Direct Instruction/Model/Teach:

This is the step-by-step process you will follow while teaching.

Guided Practice:

Engaging activities led by teacher.

Independent Practice/Closure:

Activities that you assign to students in order to independently reinforce the concepts you have taught.

Differentiation:

What adaptations will be made to the instructional objectives for students with diverse needs?

What alternative assessments will be needed?

What materials need to be adapted?

What procedural adaptations will be required?

Were adaptations in all areas and for all learners sufficient and successful?

Bloom's Level:

Key Vocabulary:

Include vocabulary listed in Curriculum Framework. This ensures the student has a firm comprehension of the vocabulary required to respond to questions on the actual SOL test.

Formative Assessment:

(Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) *How will you know if students have mastered your objectives?*

Teacher Reflection:

(To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*

Teacher:	Subject: **Physical Science**	Date:

SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

Prerequisite/Anticipatory Set:	**Differentiation:** • **Whole Group:**	**Bloom's Level:**
Direct Instruction/Model/Teach:	**Small G**	**Key Vocabulary:**

SOL#	**Essential Knowledge & Skills:**
PS.5b – Chemical Changes in Matter	◉**compare** and **contrast** physical and chemical changes. (Analysis) ◉**recognize** that some types of chemical reactions require continuous input of energy (endothermic) and others release energy (exothermic). (Knowledge)

Formative Assessment:	**Teacher Reflection**: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*	

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SCPS – Secondary 2014

Teacher:	Subject: **Physical Science**	Date:

SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

Prerequisite/Anticipatory Set:	**Differentiation:** • **Whole Group:** • **Small Group:**	**Bloom's Level**:
Direct Instruction/Model/Teach:		**Key Vocabulary**:
Independent Practice/Closure:		
Formative Assessment:	**Teacher Reflection**: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*	

Objective: 1. Condition, 2. Behavior, 3. Criteria

After PowerPoint and class discussion, students will be able to **compare and contrast** physical and chemical changes with 80% accuracy.

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SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

Prerequisite/Anticipatory Set:

Differentiation:

Bloom's Level:

Bloom's Level:
Analysis
Knowledge

Direct Instruction/Model/Teach:

Key Vocabulary:

Guided Practice:

Independent Practice/Closure:

Formative Assessment:

Teacher Reflection: (To be completed after the lesson is taught.)
Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?

Include vocabulary listed in Curriculum Framework. This ensures the student has a firm comprehension of the vocabulary required to respond to

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SCPS – Secondary 2014

Teacher:	Subject: **Physical Science**	Date:

SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

Key Vocabulary:
Physical Change
Chemical Change
Endothermic
Exothermic
Law of Conservation of Matter

Prerequisite/Anticipatory Set:

Bloom's Level:

Direct Instruction/Model/Teach:

Key Vocabulary:

Guided Practice:

Independent Practice/Closure:

Formative Assessment:

Teacher Reflection: (To be completed after the lesson is taught.)
Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?

Southampton County Public Schools Secondary Lesson Plan

SCPS – Secondary 2014

Teacher:	Subject: **Physical Science**	Date:

SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

Prerequisite/Anticipatory Set:	**Differentiation:** • **Whole Group:** • **Small Group:**	**Bloom's Level:**
Direct Instruction/Model/Teach:		**Key Vocabulary:**

Prerequisite/Anticipatory Set:

View Physical and Chemical Changes Youtube Video together. After viewing the video, discuss the differences between physical and chemical changes. Give two examples.

Formative Assessment:	**Teacher Reflection**: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*	

Teach

SOL#

Prere

Direct Instruction/Model/Teach:

•Cloze Notes: Physical & Chemical Changes Handout
•Chemical & Physical Change PowerPoint
•Students will fill out their notes as they see related information on PowerPoint.
•Check for understanding throughout the notes, by having students practice giving examples of changes.

Direct Instruction/Model/Teach:	• **Small Group:** • **Individual:**	**Key Vocabulary:**
Guided Practice:		
Independent Practice/Closure:		
Formative Assessment:	**Teacher Reflection**: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*	

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SCPS – Secondary 2014

Teacher:	Subject: **Physical Science**	Date:

SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

***Guided Practice**:*

Have students perform the following experiment:

•Place one ice cube in a sealable plastic bag.

•Measure the mass of the ice cube and bag.

•Set aside the bag and wait until the ice cube melts. You can move onto

Part Two of this lesson while you wait.

•Once the ice cube has melted, measure the mass of the plastic bag again.

•Compare the mass of the plastic bag before and after the ice cube melted.

• In groups of two students will determine if examples are physical or chemical changes.

Formative Assessment:	**Teacher Reflection**: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*

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Teacher:	Subject: **Physical Science**	Date:

SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

Prerequisite/Anticipatory Set:	**Differentiation:**	**Bloom's Level:**
Direct Inst		
Guided Practice:	• **Individual:**	
Independent Practice/Closure:		
Formative Assessment:	**Teacher Reflection**: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*	

Independent Practice/Closure:

Journal/Writing Prompts

In words or pictures, explain the Law of Conservation of Matter in terms of both the observed physical and chemical changes.

Differentiation:

- Whole Group: BrainPop Video, Cloze Notes, Oral Discussion
- Small Group: given examples of changes and complete a sorting activity to help them decide whether the change is physical or chemical.
- Demonstrate the experiments or have the students watch a video of the experiments.

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oom's Level:

ey Vocabulary:

Formative Assessment:	**Teacher Reflection**: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*

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SCPS – Secondary 2014

Teacher:	Subject: **Physical Science**	Date:

SOL#	**Essential Knowledge & Skills:**	**Objective: 1. Condition, 2. Behavior, 3. Criteria**

Prerequisite/Anticipatory Set:	**Differentiation:** • **Whole Group:**	**Bloom's Level:**

Direct Instruction/Model/Teach:

***Formative Assessment**:*

Physical & Chemical Changes Cards

Guided Practice:

Independent Practice/Closure:

Formative Assessment:	**Teacher Reflection**: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*

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Teacher:	Subject: **Physical Science**	Date:

SOL#	Essential Knowledge & Skills:	Objective: 1. Condition, 2. Behavior, 3. Criteria
8.5b – Chemical Changes in Matter	• Students will be able to **compare** and **contrast** physical and chemical changes. (Analysis) • Students will be able to **recognize** endothermic and exothermic chemical reactions. (Knowledge) • Students will be able to **design** an investigation that illustrates physical and chemical changes. (Synthesis)	Through discussion and completing the notes, students will be able to successfully **compare and contrast** physical and chemical changes with 80% accuracy.

Prerequisite/Anticipatory Set:
The class will watch the Physical and Chemical Changes BrainPop together. Students will try to answer the quiz questions with little to no prompting/reminding from the teach

Differentiation:

- Whole Group: BrainPop video, Changes notes, discussion

Bloom's Level:

Analysis
Synthesis

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Guided Practice:

In groups of two students will determine if examples are physical or chemical changes.

Exothermic

Independent Practice/Closure:
1. Name for materials you start with on the left side of a reaction.
2. Name for materials you make on the right side of a reaction.
3. What does the Law of Conservation of Mass state?

Formative Assessment:
Formulas and Chemical Equations Quiz
Balancing Equations Simulation

Teacher Reflection: (To be completed after the lesson is taught.) *Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?*

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TEACHER TIPS

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QUESTIONS/ANSWERS

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