

Needwood Middle School
2024-25

Daily Agenda/Lesson Plan

Teacher(s): Gainous/Pruitt	Date: 9/10 Day 1: Physical Change Notes/States of Matter
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning that when a change happens, it is either physical or chemical, so that I can prove which type of change is happening based on observations or descriptions.
Success Criteria:	<input type="checkbox"/> Recognize which change involves becoming new substances <input type="checkbox"/> List 5 clues that are usually the result of chemical changes <input type="checkbox"/> List 5 Physical changes in my life <input type="checkbox"/> List 5 Chemical Changes in my life
Activity(ies)/Assignment with Text and/or Links:	📄 2022 Physical and Chemical Changes Notes 📄 2022 Changes of Matter Notes Fill In.docx Physical Changes Practice Activity

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Teacher(s): Gainous/Pruitt	Date: 9/11 Day 2: Changes in Matter Practice
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning that when a change happens, it is either physical or chemical, so that I can prove which type of change is happening based on observations or descriptions.
Success Criteria:	<input type="checkbox"/> Recognize which change involves becoming new substances

	<input type="checkbox"/> List 5 clues that are usually the result of chemical changes <input type="checkbox"/> List 5 Physical changes in my life <input type="checkbox"/> List 5 Chemical Changes in my life
Activity(ies)/Assignment with Text and/or Links:	Phet Lab States of Matter Phet Lab Worksheet

**Needwood Middle School
2022-2023**

Daily Agenda/Lesson Plan

Teacher(s): Gainous/Pruitt	Date: 9/12 Day 3: Chemical Changes Notes and Changes Sorting
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning that when a change happens, it is either physical or chemical, so that I can prove which type of change is happening based on observations or descriptions.
Success Criteria:	<input type="checkbox"/> Recognize which change involves becoming new substances <input type="checkbox"/> List 5 clues that are usually the result of chemical changes <input type="checkbox"/> List 5 Physical changes in my life <input type="checkbox"/> List 5 Chemical Changes in my life
Activity(ies)/Assignment with Text and/or Links:	<input type="checkbox"/> 2022 Physical and Chemical Changes Notes Practice Worksheet

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Teacher(s): Gainous/Pruitt	Date: 9/13 Day 4: Chemical Changes Lab (Gizmo)
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning that when a change happens, it is either physical or chemical, so that I can prove which type of change is happening based on observations or descriptions.
Success Criteria:	<input type="checkbox"/> Recognize which change involves becoming new substances <input type="checkbox"/> List 5 clues that are usually the result of chemical changes <input type="checkbox"/> List 5 Physical changes in my life <input type="checkbox"/> List 5 Chemical Changes in my life
Activity(ies)/Assignment with Text and/or Links:	https://gz.explorellearning.com/index.cfm?method=cResource.dspDetail&ResourceID=1060 Chemical Changes Gizmo Lab

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Teacher(s): Gainous/Pruitt	Date: 9/16 Day 5: Balancing Chemical Equations
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction

	<input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them
Activity(ies)/Assignment with Text and/or Links:	<input type="checkbox"/> 2022 Physical and Chemical Changes Notes Balancing equations notes <input type="checkbox"/> Balancing Chemical Equations - PhET Activity.docx Chemical Equation Example

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Teacher(s): Gainous/Pruitt	Date: 9/17 Day 6: Balancing Chemical Equations
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction <input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them
Activity(ies)/Assignment with Text and/or Links:	<input type="checkbox"/> Balancing Chemical Equations - PhET Activity.docx Chemical Equation Example

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Teacher(s): Gainous/Pruitt	Date: 9/18: Day 7 Chemical Reaction Demonstration
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	Lab
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction <input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them
Activity(ies)/Assignment with Text and/or Links:	<input type="checkbox"/> 2022 Physical and Chemical Changes Notes Gleaves and Gainous class will combine to demonstrate chemical changes outside

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Teacher(s): Gainous/Pruitt	Date: 9/19 Day 8: Achieve "The Missouri Gets A Makeup"
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning that when a change happens, it is either physical or chemical, so that I can prove which type of change is happening based on observations or descriptions.
Success Criteria:	<input type="checkbox"/> Recognize which change involves becoming new substances <input type="checkbox"/> List 5 clues that are usually the result of chemical changes <input type="checkbox"/> List 5 Physical changes in my life <input type="checkbox"/> List 5 Chemical Changes in my life

Activity(ies)/Assignment with Text and/or Links:	<input type="checkbox"/> 2022 Physical and Chemical Changes Notes Achieve log in through Clever BrainPop Property Changes

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Teacher(s): Gainous/Pruitt	Date: 9/20: Day 9 Chemical Reaction Student Lab
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction <input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them
Activity(ies)/Assignment with Text and/or Links:	Students will investigate different chemical changes in pairs Chemical Change Lab Sheet

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Teacher(s): Gainous/Pruitt	Date: 9/23 Makeup Day
Standards:	S8P1.d

	Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction <input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them
Activity(ies)/Assignment with Text and/or Links:	Finish Lab/Any missing work

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Teacher(s): Gainous/Pruitt	Date: 9/24 Escape Room
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction <input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them

Activity(ies)/Assignment with Text and/or Links:	Escape Room Finish Missing Assignments and/or unit divider
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Teacher(s): Gainous/Pruitt	Date: 9/25 Whodunnit
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction <input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them
Activity(ies)/Assignment with Text and/or Links:	Whodunnit Handout

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Teacher(s): Gainous/Pruitt	Date: 9/26 Study Guide/Gimkit
Standards:	S8P1.d

	Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction <input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them
Activity(ies)/Assignment with Text and/or Links:	Study Guide Gimkit

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Teacher(s): Gainous/Pruitt	Date: 9/27 Day 14 Unit Test
Standards:	S8P1.d Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical.
Learning Target:	I am learning the effects of any change in matter to the amount of mass before and after the change takes place, so that I can relate the law of conservation to my life..
Success Criteria:	<input type="checkbox"/> I can describe what happens to matter when it is changed chemically <input type="checkbox"/> I can define reactants and products <input type="checkbox"/> I can explain the relationship of the mass of reactants to the mass of the products in any reaction <input type="checkbox"/> I can apply the law of conservation to chemical equations and balance them
Activity(ies)/Assignment with	 2022 Physical and Chemical Changes Notes

Text and/or Links:	Test
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