Rogene Worley Middle School **Weekly Lesson Plan** **School Year: 2018-2019**

Department: Science **Grade Level: 8** **Grading Period: 1** **Week: 2** **Dates: 08/19/19 – 08/23/19**

100% Every Student, Every Day

	Monday 08/19/19	Tuesday 08/20/19	Wednesday 08/21/19
TEKS	**S.E.: 8.10 (A)** recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds. **Supporting Standard**	**S.E.: 8.10 (A)** recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds. **Supporting Standard**	**S.E.: 8.10 (A)** recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds. **Supporting Standard**
Dual Coding	**Process Standard 8.3(B)**	**Process Standard 8.3(B)**	**Process Standard 8.3(B)**
Lesson Objective (WE will learn) Anticipatory Set	We will learn to recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds.	We will learn to recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds.	We will learn to recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds.
I will statement Independent Practice	I will complete vocabulary activity.	I will complete Convection Currents Map.	I will complete 8.10A&B Lab.
Instruction: **1. Modeling** **2. Guided Practice** **3. Independent Practice**	1. Vocabulary Activity	1. Convection Currents Map	1. 8.10A&B Lab
	Homework: None	**Homework: None**	**Homework: None**
Seed Question FSGPT	What is the source of the energy that produces winds in Earth's atmosphere?	What is the source of the energy that produces winds in Earth's atmosphere?	What is the source of the energy that produces winds in Earth's atmosphere?
AVID strategy	**Vocabulary**	**Inquiry**	**Inquiry**
Kagan / Lead4ward Strategy	**Collaboration**	**Collaboration**	**Collaboration**

Rogene Worley Middle School | **Weekly Lesson Plan** | **School Year: 2018-2019**

Department: Science | **Grade Level: 8** | **Grading Period: 1** | **Week: 2** | **Dates: 08/19/19 – 08/23/19**

100% Every Student, Every Day

	Thursday 08/22/19	Friday 08/23/19	Notes
TEKS Dual Coding	**S.E.: 8.10 (B)** Identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts. **Supporting Standard** Process Standard 8.2(E)	**S.E.: 8.10 (B)** Identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts. **Supporting Standard** Process Standard 8.2(E)	**Safety Contracts DUE before Lab on Wednesday!!**
Lesson Objective (WE will) Anticipatory Set	We will learn to identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts.	We will learn to identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts.	
I will statement Independent Practice	I will complete reading activity and put weather map in science journal.	I will complete vocabulary activity.	
Instruction: Modeling Guided Practice Independent Practice	1. Reading 8.10A Harvesting Energy from Wind Farms 2. Weather map w/key for science journal **Homework:** None	1. Warm up 2. 8.10AB Weather Cornell Notes **Homework:** None	
Seed Question FSGPT	How does the air movement differ in high pressure and low pressure air masses?	How does the air movement differ in high pressure and low pressure air masses?	
AVID Strategy	**Inquiry**	**Cornell Notes**	
Kagan/ lead4ward Strategy	**Collaboration**	**Independent**	