



Greer High School

COMMUNITY ♦ TRADITION ♦ DETERMINATION

3000 East Gap Creek Road, Greer, SC 29651



GHS Teacher: Coffman Course: Integrated Science Unit Title: CER Week Of: 3/25/2024

M o n d a y	<p><u>I am learning to...</u> (<i>Content</i>)</p> <p>Identify Ionic and Covalent Bonding. Explain the differences between Chemical and Physical change.</p>	<p><u>I will show that I can do this by...</u>(<i>Condition, the "how," action verb, agenda</i>)</p> <ul style="list-style-type: none">• <i>Review of Ionic and Covalent Bonding /Chemical and Physical change</i>• <p><u>To know how well I am learning this I will...</u>(<i>Criteria, Assessment, Show Mastery</i>)</p>
T u e s d a y	<p><u>I am learning to...</u> (<i>Content</i>)</p> <p>Action/Skill. <u>Construct explanations</u> and design solutions: Engage in a lab experience on Chemical and physical change.</p>	<p><u>I will show that I can do this by...</u>(<i>Condition, the "how," action verb, agenda</i>)</p> <ul style="list-style-type: none">• <i>Review and Lab on Chemical and Physical Change</i> <p><u>To know how well I am learning this I will...</u>(<i>Criteria, Assessment, Show Mastery</i>)</p> <p><i>Students will be able to identify a chemical and a physical change.</i></p>
W e d n e s d a y	<p><u>I am learning to...</u> (<i>Content</i>)</p> <p>Action/Skill, To achieve on a test based on Bonding and Chemical/Physical change.</p>	<p><u>I will show that I can do this by...</u>(<i>Condition, the "how," action verb, agenda</i>)</p> <ul style="list-style-type: none">• <i>Test on Bonding and Chemical/ Physical Change</i> <p><u>To know how well I am learning this I will...</u>(<i>Criteria, Assessment, Show Mastery</i>)</p> <ul style="list-style-type: none">• <i>I will make an 80% or better on the Test on Bonding and chemical/ Physical change</i>

T h u r s d a y	<p><u>I am learning to...</u> (<i>Content Action/Skill</i>) Make sure all make up tests are completed and take responsibility for my grades.</p>	<p><u>I will show that I can do this by...</u>(<i>Condition, the "how," action verb, agenda</i>)</p> <ul style="list-style-type: none"> • <i>Make up test if missed yesterday</i> • <i>Check grades and all work.</i> <p><u>To know how well I am learning this I will...</u>(<i>Criteria, Assessment, Show Mastery</i>) <i>Review quarter grade</i></p>
F r i d a y	<p><u>I am learning to...</u> (<i>Content Action/Skill</i>)</p>	<p><u>I will show that I can do this by...</u>(<i>Condition, the "how," action verb, agenda</i>)</p> <ul style="list-style-type: none"> • <i>No school</i> <p><u>To know how well I am learning this I will...</u>(<i>Criteria, Assessment, Show Mastery</i>)</p>

Unit Name: SEP skills in Argumentation and explanation; CER

Unit Standards: [Construct explanations](#) and design solutions: Engage in **scientific argument** from evidence

- credibility** of evidence
- scientific reasoning
- criteria for evaluating arguments
- difference between arguments and explanations: