

**Contributed by...  
Piscataway Township Schools  
Instructional Plan**

Week of:		Teacher/ Grade		Subject/ Period	Science
<b>Theme:</b>	<b>Introduction to Science</b>				
<b>Enduring Understandings</b>					
<p>Safety in the lab is top priority.                      Students <b>MUST</b> be responsible for each other in the lab.                      Lack of pre-lab preparation is the biggest problem related to lab safety.</p>					
<b>Essential Questions</b>					
<p>What are proper safety procedures?</p>					
<b>Objectives</b>					
<p><b>Students will know...</b>                      How to properly use and locate safety equipment and apparatus.                      The many safety procedures that must be followed in a lab setting.                      Consequences, both academically and medically, with failure of not following safety procedures.                      The specific safety procedures for lighting and working with Bunsen burners.</p> <p><b>Students will be able to...</b>                      Name and identify the safety equipment found around the lab.                      Name and identify the apparatus, equipment and glassware used throughout the lab                      Complete a safety invitation to show their comprehension of safety skills.                      Complete Cornell notes while observing a Bunsen Burners ignition demonstration.</p>					
<b>Content Vocabulary</b>					
<p>Lab safety, eye wash, fire extinguisher, fire blanket, emergency shower, safety goggles, beaker, flask, graduated cylinder, thermometer, triple beam balance, double pan balance, electronic balance, Bunsen burner, tongs, test tube, test tube holder, test tube rack, test tube brush</p>					
<b>Resources/Materials</b>					
<p>7<sup>th</sup> grade life science textbook, teacher handouts, <a href="#">PowerPoint "Lab Equipment"</a>, science apparatus Bingo game</p>					

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Instructional Strategies/Lesson Sequence		
	MONDAY	TUESDAY
<b>Access Prior Knowledge</b> (Assessing what students know)	.Students will be given a lab safety pre-test to see what knowledge of working in a lab they already possess.	Describe a Florence Flask without using the word glass, round, or bulb.
<b>Motivation</b> (The hook)	“Lab safety is the most important aspect in being in a working laboratory. If you do not obey and master the safety rules, you will not be participating in labs this year.”	“Lab safety is the most important aspect in being in a working laboratory. If you do not obey and master the safety rules, you will not be participating in labs this year.”
<b>Learning Activities</b>	<ol style="list-style-type: none"> <li>1. DO NOW - Lab Safety Pre-test</li> <li>2. Teacher will show and demonstrate the lab safety equipment as well as several pieces of science equipment and apparatus used throughout the year. Students will follow along with class notes and a teacher-made <a href="#">power point</a>.</li> </ol>	<ol style="list-style-type: none"> <li>1. DO NOW- Prior knowledge</li> <li>2. Students will play a bingo game where a piece of apparatus will be held up by the teacher and they have to silently find the word that matches the piece on their game card</li> <li>3. After playing at least 3 rounds of bingo, students will begin reading a passage on Sponge Bob and the rules he breaks in his science lab. Students must identify all rules he broke and write the correct rules to be followed in a lab.</li> </ol>
<b>Closure</b>	With out looking at their notes, students will identify several pieces of equipment that the teacher holds up.	Teacher will provide first rule broken by Sponge Bob and will model how to correctly complete the homework.
<b>Homework</b>	Lab Safety and Equipment WS	Sponge Bon Lab Safety WS
<b>Assessment</b>	Teacher will listen for student responses during closure.	Teacher will watch and prompt for correct answers during Bingo game.

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

<b>Instructional Strategies/Lesson Sequence</b>		
	<b>WEDNESDAY</b>	<b>THURSDAY</b>
<b>Access Prior Knowledge</b> (Assessing what students know)	Review of safety equipment: Look around the room – name THREE pieces of safety equipment found here and explain where they are found and how to use them.	
<b>Motivation</b> (The hook)	Students will be drawn to learn the apparatus because they will be using them throughout the year in the lab in hands on activities.	
<b>Learning Activities</b>	<ol style="list-style-type: none"> <li>1. DO NOW- See Prior Knowledge</li> <li>2. The class will correct the Sponge Bob activity from the previous night. All rules that he broke will be reviewed and the correct rules will be discussed at length.</li> <li>3. Students will be given Lab Safety rules notes to read and high-light. The rules are extensive and will be needed to complete the Invitation.</li> </ol>	
<b>Closure</b>	These rules should be learned, not only for the quiz this Friday, but because I will expect you to use them throughout the year. Failure to follow these rules will result in suspension of lab privileges.	
<b>Homework</b>	Complete Invitation: lab rules and safety skills	
<b>Assessment</b>	Student responses on safety will be monitored by teacher	

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

<b>Instructional Strategies/Lesson Sequence</b>		
	<b>FRIDAY</b>	<b>NOTES</b>
<b>Access Prior Knowledge</b> (Assessing what students know)	Students will be given a lab safety quiz.	<b>Anticipated Results/Actual Results</b>
<b>Motivation</b> (the hook)	Students will retake the quiz until they receive a 100% on it.	
<b>Learning Activities</b>	<ol style="list-style-type: none"> <li>1. DO NOW- DLQ</li> <li>2. Class will correct Invitation and teacher will answer any last minute questions before the quiz.</li> <li>3. Students will complete lab safety quiz.</li> <li>4. Upon completion of quiz students will work on Recognizing Laboratory Safety. Using critical thinking and applications skills, students will respond to six laboratory safety scenarios.</li> </ol>	
<b>Closure</b>	Quiz will be graded and returned on Monday. Those not receiving a 100% will continue to re-take	
<b>Homework</b>	NONE (complete classwork)	
<b>Assessment</b>	Students original grade on quiz will be counted.	

**Administrator's Feedback: Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Alignment:** Curriculum and Instructional Plan is aligned with curriculum or NJCCCS if curriculum not designed using Understanding By Design as framework.

**Rigor:** Instruction focuses on discovering the concepts that lies at the heart of the curriculum.

**Transfer:** Students demonstrate the use of knowledge and skills in new situations

**Assessments:** Uses the Six Facets of Understanding to measures level of understanding as evidenced through open-ended prompts and challenges that promote the use of knowledge and skills in new, engaging and authentic ways.



*All information provided in this and other documents is strictly for educational use and distribution. CESE and KU claim no liability or ownership of these products and offer no guarantee as to their effectiveness or their application.*