





AGENDAS FOR THE WEEK: *February 1- February 5*

	<b>MONDAY (A)</b> MEETS: 8:15-9:00, 9:55-10:05, 12:30-1:15  ASYNCHRONOUS: 9:05-9:50, 10:55-11:20, 11:50-12:25, 1:20-2:05	<b>TUESDAY (B)</b> MEETS: 8:15-9:00, 12:30-1:15  ASYNCHRONOUS: 9:05-9:50, 1:20-2:05	<b>WEDNESDAY (A)</b> MEETS: 8:15-9:00, 9:55-10:05, 12:30-1:15  ASYNCHRONOUS: 9:05-9:50, 10:55-11:20, 11:50-12:25, 1:20-2:05	<b>THURSDAY (B)</b> ELA BENCHMARK UNTIL ALL DAY- NO CLASS	<b>FRIDAY (A)</b> MEETS: 9:55-10:15 SHORTENED SCHEDULE
	<b>Objective(s): SWBAT</b> * Differentiate between ionic, metallic, polar & nonpolar covalent bonds	<b>Objective(s): SWBAT</b> * Differentiate between ionic, metallic, polar & nonpolar covalent bonds.	<b>Objective(s): SWBAT</b> * Differentiate between carbs and lipids * identify biomolecules by their structures and functions	<b>Objective(s): SWBAT</b> * Recall the 4 types of biomolecules	<b>Objective(s): SWBAT</b> * Distinguish between physical and chemical changes in matter * Identify the formation of new substances in a chemical change
P	<b>Engage</b> Pear Deck review over element properties and electron sharing  Pear Deck	<b>Engage</b> Pear Deck review over element properties and electron sharing  Pear Deck	<b>Engage</b> Breaking down starch in crackers to glucose by holding it in our mouths for a minute	<b>Engage</b> Students will watch an EdPuzzle video over biomolecules	<b>Engage</b> Students will watch a teacher-made video over physical and chemical changes
L          A	<b>Explain</b> Students will answer questions while watching an EdPuzzle over chemical bonds as a review.  <b>Explore</b> Students will complete a choice board on google slides covering each of the bonds. Students will have the option to create a Flipgrid, a scratch game, a social media post, a meme, a poem/song, a sketch, or their own questions for each of the bonds.	<b>Explain</b> Students will answer questions while watching an EdPuzzle over chemical bonds as a review.  <b>Explore</b> Students will complete a choice board on google slides covering each of the bonds. Students will have the option to create a Flipgrid, a scratch game, a social media post, a meme, a poem/song, a sketch, or their own questions for each of the bonds.	<b>Explore</b> Students will explore what foods contain carbs and lipids through discussion on Padlet  <b>Explain</b> Students will complete a concept map in Kami with notes from a Pear Deck presentation.  <b>Elaborate</b> Students will participate in a post-lesson discussion about the structure, function, and locations of carbs and lipids.	<b>Explain</b> Students will complete the questions on EdPuzzle over biomolecules	<b>Explain</b> Students will answer questions on EdPuzzle over the video they watched.  <b>Explore</b> Students will complete an individual activity during independent time

	 Flipgrid	 Flipgrid			
<b>N</b>	<b>Evaluate and Summary</b> Students will be evaluated using EdPuzzle and their completed choice boards.	<b>Evaluate and Summary</b> Students will be evaluated using EdPuzzle and their completed choice boards.	<b>Evaluate and Summary</b> Student responses on both padlets and pear deck questions.	<b>Evaluate and Summary</b> Students evaluated through their answers on the EdPuzzle.	<b>Evaluate and Summary</b> Students evaluated through answers on EdPuzzle and answers on individual activities.
<b>Resources:</b>	Google Slides, computer.	Google Slides, computer.	Pear Deck, Padlet, Kami, computer	EdPuzzle, computer	EdPuzzle, computer