
South Carolina 8 Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	South Carolina
Grade	8 (Middle)
Subject	Science
Course category	Core
Standards family	Science
Framework	South Carolina College- and Career-Ready Science Standards 2021
Issuing agency	South Carolina Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Investigating Something You Cannot See

Unit 3: Fields and Gravitational Interaction · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What evidence shows that fields exist between objects that are not touching?
Standards	Sc8 Fields -> 8-PS2-5 Motion and Stability: Forces and Interactions — Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
Learning target	"I can investigate fields and evaluate the design of the investigation."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Success criteria (student-friendly)

- "I produce evidence that a force acts without contact."
- "I map a field."
- "I evaluate the design of my investigation."

Academic vocabulary

field, non-contact force, evidence, experimental design, evaluation

Materials and technology

- Magnets, iron filings, charged materials
- Laboratory safety equipment
- Science notebooks
- Class devices

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A mapped field with an evaluation of the investigation's design and its weaknesses.

Family communication

Ask someone at home to hold two magnets close and describe what they feel.

Day 41 — Force Without Touching

Week 9, Day 1 · Unit 3 · Standards: 8-PS2-5

Focus	The phenomenon.
Learning target	"I can investigate fields and evaluate the design of the investigation."
Vocabulary in use	field, non-contact force, evidence
Local date	_____

Learning sequence

Magnets repel across a gap; a charged rod moves paper without contact. Establish the phenomenon before naming the field.

Check for understanding

Student produces evidence of a force acting without contact.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Mapping a Field

Week 9, Day 2 · Unit 3 · Standards: 8-PS2-5

Focus	Making it visible.
Learning target	"I can investigate fields and evaluate the design of the investigation."
Vocabulary in use	field, non-contact force, evidence
Local date	_____

Learning sequence

Iron filings or a plotting compass reveal the shape and direction around a magnet.

Check for understanding

Student maps a magnetic field.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Electric Fields

Week 9, Day 3 · Unit 3 · Standards: 8-PS2-5

Focus	The second kind.
Learning target	"I can investigate fields and evaluate the design of the investigation."
Vocabulary in use	field, non-contact force, evidence
Local date	_____

Learning sequence

Charged objects attract and repel across a gap in the same way, with the same idea explaining it.

Check for understanding

Student produces evidence of an electric field.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Evaluating the Design

Week 9, Day 4 · Unit 3 · Standards: 8-PS2-5

Focus	The verb the standard adds.
Learning target	"I can investigate fields and evaluate the design of the investigation."
Vocabulary in use	field, non-contact force, evidence
Local date	_____

Learning sequence

What could have gone wrong? Uncontrolled variables, imprecise measurement, air currents, too few trials.

Check for understanding

Student evaluates the design of the investigation.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Improving It

Week 9, Day 5 · Unit 3 · Standards: 8-PS2-5

Focus	The consequence of evaluating.
Learning target	"I can investigate fields and evaluate the design of the investigation."
Vocabulary in use	field, non-contact force, evidence
Local date	_____

Learning sequence

Students propose a specific improvement and say what it would fix.

Check for understanding

Student proposes an improvement to an experimental design.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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