



Lakeside High School									
Weekly Components									
Teacher:	Monica Baker-Eady			Date – Weeks of:	September 2017				
Co-Teacher/Para:				Unit Name:	The Environment as an Idea				
Course:	Advanced Placement Environmental Science			Unit Name:	The Environment as an Idea				
Priority Standards: <small>(content specific)</small>	Earth's systems and resources (<i>College Board course description</i>)								
Supporting Standards: <small>(content specific)</small>	Understand why human population growth is the fundamental issue. Explain importance of sustainability. Explain how humans affect the environment. Describe how scientists evaluate environmental issues and begin to use these methods to evaluate similar issues. Describe how positive and negative feedback change 'systems' of the environment. Describe and apply the concepts of environmental unity, uniformitarianism and the Gaia hypothesis and list the scientists associated with these concepts List, describe and analyze the biogeochemical cycles.								
Non-Content Standards: <small>(WIDA; interdisciplinary standards, literacy, etc.)</small>	Evaluate the importance of curiosity, honesty, openness, and skepticism in science. Use standard safety practices for all classroom laboratory and field investigations. Use tools and instruments to identify and investigate problems scientifically; communicate these findings. Demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations. Analyze how scientific knowledge is developed..(<i>GPS science standards</i>)								
Learning Targets: <small>(what learners will be able to do at the end of the learning activity)</small>	See above.								
Essential Question(s): <small>(address philosophical foundations; contain multiple answers; provoke inquiry)</small>	How do humans impact the environment?								
Big Ideas(s): <small>(address philosophical foundations; contain multiple answers; provoke inquiry)</small>	How do have humans impacted the major biogeochemical cycles?								
Academic Vocabulary:	See textbook chapters 3 and 5								
STEM/STEAM/ Interdisciplinary Integration:	Interactive notebook								
Engaging Performance Scenario:	Interactive notebook-Gizmos-Carbon and Nitrogen cycle game								
In the areas below, place an "X" in the box(es) to indicate the selected strategies and resources.									
Research-Based Instructional Strategies: <small>(weekly strategies chosen to guide teaching and learning)</small>	OPENING: Engaging Instructional Activity	Activate Prior Knowledge	x	Questioning (Raises questions)	x	Clarify Previous Lesson		Phenomenon	
		Provide Feedback	x	Scaffold Instruction	x	Create Interest	x	Other:	
	WORK PERIOD: Exploring, Explaining, Extending, and Elaborating	Facilitate Learning	X	Academic Discussions	X	Cooperative Learning		Other:	
		Demonstrate/ Model	X	Generating and Testing Hypotheses	X	Independent Learning	X	Other:	
		Explain/Apply/Extend concepts and skills	X	High-Level Questioning	X	Interdisciplinary Writing	X	Other:	
	CLOSING: Evaluating	Summarize Lesson	x	Provide Alternate Explanations	x	Respond to EQs		Other:	
		Allow students to assess their own learning	x	Quick Write		3-2-1/K-W-L		Other:	
	21st Century Learning Skills: <small>(weekly strategies chosen to guide student engagement)</small>	Teamwork and Collaboration	x	Innovation and Creativity	x	Accessing and Analyzing Information			
		Initiative and Leadership	x	Critical Thinking and Problem Solving	x	Effective oral and Written Communication			x
		Curiosity and Imagination	x	Flexibility and Adaptability		Other:			



Intervention Strategies					
Intervention Strategies (Tiers 1, 2, 3) Additional Support in Classroom		Specially Designed Instruction for Exceptional Education Students		Strategies for English Language Learners	
x	Re-Voicing	x	Conferencing	x	Visuals/Realia
x	Explaining		Additional time		Front-loading
x	Prompting for Participation	x	Small group collaboration		Echoing/Choral response
	Challenging or countering	x	Modify quantity of work		Color-coding
x	Asking "Why?" "How"		Take student's dictation	x	Multiple exposures in different media
X	Reread	x	Scaffold information		Pair-share
X	Practice new academic vocabulary	x	Differentiated content/process/product	X	Modeling
	Assistive technology		Consistent reward system		Language scaffolds: e.g., sentence frames
X	Pre-teach & re-teach in a different way		Refer to students' IEP or 504 plan		Deconstruct complex sentences
x	Use of manipulatives		Assistive technology		Increase student-to-student talk
x	Collaborative work				Strategies vocabulary instruction
	Create differentiated text sets			X	Additional think time

Gifted – Extensions for Learning

Tier 1				
	Flexible-Learning Groups		Varied Pacing with Anchor Options	Varied Supplemental Materials
	Choice of Books		Work Alone or Together	Computer Mentors
	Homework Options		Flexible Seating	Think-Pair-Share
	Use of Reading Buddies		Varied Scaffolding	Open-ended Activities
	Various Journal Prompts		Varied Computer Programs	Explorations by Interest
	Student/Teacher Goal Setting		Design-A-DAY	Options for Competition

	Gifted Edu. Cluster Classes		Alternative Assessments	Community Mentorships
	Gifted Edu. Collaboration Classes		Subject Advancement within class	Stations
	Tiered Activities and Products		Curriculum Compacting	Group Investigations
	Use of Literature Clubs		Tiered Centers	Assess Students in Multiple Ways
	Multiple Testing Options		Spelling by Readiness	Student choice
	Multiple Texts		Varying Organizers	Simulations

Tier 3	Tier 4
Advanced Content (all core content)	Above grade level accelerated (all core content)
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Internship/Mentorships

Differentiated Instruction (content, process, product)	Assessment Evidence (formative, summative)
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<p><i>In this section, the teacher will provide a description of the way in which they differentiated their lesson for their students – content, process, or product. The description does not need to be student specific. Also, teachers who have co-teachers can summarize their lesson contributions here.</i></p>	<p><i>In this section, the teacher will identify any planned assessments and explain the assessments that were used during the week.</i></p> <p><i>Common Assessments</i> <i>Unit Assessments</i> <i>Summative/Formative Assessments</i> <i>Illuminate</i> <i>Paper/Pencil</i></p>
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<p>Resources: (weekly materials chosen to support teaching and learning)</p>	Textbooks	x	Lab Materials	x	Other: (List the other resources below.)
	Audio/Visual Aids	x	Course Syllabi	x	
	Handouts	x	Dictionaries		
	White Boards	x	Video Clips	x	
	Electronic Devices	x	Promethean Board	x	
	Supplemental Texts		Manipulatives		
Calculators		Internet (tech)			



Daily Lesson Plans				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>9-4-17 <u>Pre Instruction</u> No School <u>Opening</u> <u>Work Period</u> <u>Closing</u></p>	<p>9-5-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Discussion of feedbacks & systems <u>Work Period</u> Students will create Cornell Notes for Chapter 3 in groups</p> <p><u>Closing</u> Review of material</p>	<p>9-6-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Discussion of feedbacks & systems <u>Work Period</u> Students will create Cornell Notes for Chapter 3 in groups Homework Check</p> <p><u>Closing</u> Review of material</p>	<p>9-7-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Discussion of feedbacks & systems <u>Work Period</u> Students will copy class created Cornell Notes for Chapter 3 Notes <u>Closing</u> Review of material</p>	<p>9-8-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Oceans video <u>Closing</u> Homework Chapter 3 bookwork</p>
<p>9-11-17 No school M-TH Hurricane</p>				<p>9-15-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Discussion of feedbacks & systems <u>Work Period</u> Complete video <u>Closing</u> Review of material</p>



<p>9-18-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Sub today</p> <p><u>Work Period</u> Complete worksheets</p> <p><u>Closing</u></p>	<p>9-19-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Assignments returned to students</p> <p><u>Work Period</u> Brief chapter 5 notes</p> <p><u>Closing</u> Review of material</p>	<p>9-20-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Go over Monday's work</p> <p><u>Work Period</u> Complete Chapter 5 notes</p> <p><u>Closing</u> Review of material</p>	<p>9-21-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Go over cycles</p> <p><u>Work Period</u> Carbon and Nitrogen cycle games</p> <p><u>Closing</u> Review of material</p>	<p>9-22-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening</u> Go over cycles</p> <p><u>Work Period</u> Carbon and Nitrogen cycle games</p> <p><u>Closing</u> Review of material</p>
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<p>9-25-17 <u>Pre Instruction</u> (all month) Notebook table of contents</p> <p><u>Opening /Work Period</u> If needed complete work from last week Test review sheet to remain in notebook</p> <p><u>Closing</u> Clarify misconceptions</p>	<p>9-26-17 <u>Pre Instruction</u> (all month) <u>Opening /Work Period</u> Test expectations and Test covering chapters 1,2,3,5</p> <p><u>Closing</u> Clarify misconceptions</p>	<p>9-27-17 <u>Pre Instruction</u> (all month) Notebook table of contents <u>Opening/Work Period</u> Discuss FRQ</p> <p><u>Closing</u></p>	<p>9-28-17 <u>Pre Instruction</u> (all month) Notebook table of contents <u>Opening/Work Period</u> More FRQ <u>Closing</u></p>	<p>9-29-17 <u>Pre Instruction</u> (all month) Notebook table of contents <u>Opening/ Work Period</u> Volcano video <u>Closing</u> Review of material</p>
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