



Lakeside High School									
Weekly Components									
Teacher:	Monica Baker-Eady				Date Month of:	March 2018			
Co-Teacher/Para:					Unit Name:	Energy and Water			
Course:	Advanced Placement Environmental Science				Unit Name:	Energy and Water			
Priority Standards: <small>(content specific)</small>	Renewable and nonrenewable resources. Environmental Quality. Global Change and Consequences. Environment and Society. <i>(College Board course description)</i>								
Supporting Standards: <small>(content specific)</small>	Understand and use the scientific method. Describe how scientists evaluate environmental issues and begin to use these methods to evaluate similar issues. Understand the importance of sustainability of these resources and compare uses in industrialized and developing countries. List and describe and evaluate use and development of these resources. Evaluate alternative energy forms.								
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..(GPS science standards)								
Learning Targets: <small>(what learners will be able to do at the end of the learning activity)</small>	See above standards.								
Essential Question(s): <small>(address philosophical foundations; contain multiple answers; provoke inquiry)</small>	How are energy and water related to the environment?								
Big Ideas(s): <small>(address philosophical foundations; contain multiple answers; provoke inquiry)</small>	How do we impact and how are we impacted by energy and water?								
Academic Vocabulary:	Chapters 17-22								
STEM/STEAM/ Interdisciplinary Integration:	Interactive notebook.								
Engaging Performance Scenario:	Snap Circuits								
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	x	Phenomenon	X
		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	X	Other:	
		Demonstrate/ Model	X	Generating and Testing Hypotheses	X	Independent Learning		Other:	
		Explain/Apply/Extend concepts and skills	X	High-Level Questioning	X	Interdisciplinary Writing	X	Other:	
	CLOSING: Evaluating	Summarize Lesson		Provide Alternate Explanations		Respond to EQs		Other:	
Allow students to assess their own learning		x	Quick Write	x	3-2-1/K-W-L	x	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			x	
	Initiative and Leadership	x	Critical Thinking and Problem Solving	X	Effective oral and Written Communication			x	

DCSD Instructional Planning Instrument

Focus on Teaching and Learning



	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	Conferencing		Visuals/Realia		
x Explaining	Additional time		Front-loading		
x Prompting for Participation	x Small group collaboration		Echoing/Choral response		
Challenging or countering	Modify quantity of work		Color-coding		
x Asking "Why?" "How"	Take student's dictation		Multiple exposures in different media		
X Reread	Scaffold information		Pair-share		
X Practice new academic vocabulary	Differentiated content/process/product		Modeling		
Assistive technology	Consistent reward system		Language scaffolds: e.g., sentence frames		
Pre-teach & re-teach in a different way	x 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			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		
Tier 2					
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)			
<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>			
Resources: (weekly materials chosen to support teaching and learning)	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	x	Manipulatives		
	Calculators	x	Internet (tech)		
Weekly Plans					
Monday	Tuesday	Wednesday	Thursday	Friday	
3-5-18 <u>Pre-Instructional Activity:</u> All month organize notebook using table of contents and upcoming important dates <u>Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</u> <u>Closing (EVALUATE)</u>	3-6-18 <u>Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</u> <u>Closing (EVALUATE)</u>	3-7-18 <u>Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</u> <u>Closing (EVALUATE)</u>	3-8-18 <u>Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</u> Toxicity and notecard quiz <u>Closing (EVALUATE)</u>	3-9-18 <u>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</u> Prepare toxicity lab presentations with your groups If needed clarify misconceptions	



<p>outlines and continue labs all week.</p> <p><u>Closing (EVALUATE)</u></p>				
<p>3-12-18</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Toxicity group lab presentations Toxicity pickers quiz <u>Closing (EVALUATE):</u></p>	<p>3-13</p> <p><u>Opening (ENGAGE)/Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Continue group lab presentations <u>Closing (EVALUATE)</u> Scoring of presentations</p>	<p>3-14</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Toxicity math quiz <u>Closing (EVALUATE):</u></p>	<p>3-15</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Energy notes and go over outlines thru Monday 3-19 <u>Closing (EVALUATE):</u></p>	<p>3-16</p> <p><u>Opening (ENGAGE)/Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE)</u></p>
<p>3-19</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE)</u></p>	<p>3-20</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Snap circuits thru Thursday/EOC stress test <u>Closing (EVALUATE):</u></p>	<p>3-21</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Reflective activity and preview of upcoming chapters crossword. <u>Closing (EVALUATE)</u></p>	<p>3-22</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE)</u></p>	<p>3-23</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> If needed complete classwork from previous day <u>Closing (EVALUATE)</u></p>
<p>3-26</p> <p><u>Opening (ENGAGE):</u> Water main break discussed <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Outline of water chapters <u>Closing (EVALUATE):</u></p>	<p>3-27</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Discussion of outlines and class notes <u>Closing (EVALUATE):</u></p>	<p>3-28</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Water notecard quiz <u>Closing (EVALUATE):</u></p>	<p>3-29</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> FLOW video thru Friday <u>Closing (EVALUATE)</u></p>	<p>3-30</p> <p><u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE)</u></p>