



Lakeside High School									
Weekly Components									
Teacher:	Monica Baker-Eady				Date Month of:	February 2018			
Co-Teacher/Para:					Unit Name:	Toxicity			
Course:	Advanced Placement Environmental Science				Unit Name:	Toxicity			
Priority Standards: <small>(content specific)</small>	<p>Evaluate the impact that agriculture has on environmental toxins.</p> <p>Describe the environmental and human health impact of environmental toxins.</p>								
Supporting Standards: <small>(content specific)</small>	Renewable and nonrenewable resources. Environmental quality.				Global change and consequences. Environment and Society.				
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 <i>standards</i>)								
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>	What is the relationship between environmental health and human health?								
Big Ideas(s): <small>(address philosophical foundations; contain multiple answers; provoke inquiry)</small>	How can humans improve the relationship and decrease environmental toxins?								
Academic Vocabulary:	Chapter 15-16								
STEM/STEAM/ Interdisciplinary Integration:	Interactive notebook, toxicity lab.								
Engaging Performance Scenario:	One Night in Bhopal and follow up activity								
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		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		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		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	
2-5-18 Pre-Instructional Activity: All month organize notebook using table of contents and upcoming important dates Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE): SUB Chp 13 and 14 Review worksheet Closing (EVALUATE)	2-6-18 Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE): SUB Chp 13 and 14 Review worksheet Closing (EVALUATE)	2-7-18 Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE): Crossword puzzle 15 & 16 Review Closing (EVALUATE)	2-8-18 Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE): Chapter 13 and 14 Test Closing (EVALUATE)	2-9-18 Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE): Organize notebooks Review 15 and 16	



Compare video notes to classmate and fill in information as needed				
<p>2-12-18 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Mark and recapture lab with worksheet Tic Tac Toe optional assignment <u>Closing (EVALUATE):</u></p>	<p>2-13 <u>Opening (ENGAGE)/Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Complete Mark and Recapture <u>Closing (EVALUATE)</u></p>	<p>2-14 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Notebook quiz/check for organization Chapter 15 outline <u>Closing (EVALUATE):</u></p>	<p>2-15 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Toxicity Math and virtual activity <u>Closing (EVALUATE):</u></p>	<p>2-16 <u>Opening (ENGAGE)/Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Toxicity Lab set up and run thru 2-27 followed by individual lab write ups <u>Closing (EVALUATE)</u></p>
<p>2-19 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Chapter 15 notes through Wed 2-21 with Brain Pops and Lab checks <u>Closing (EVALUATE)</u></p>	<p>2-20 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE):</u></p>	<p>2-21 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE)</u></p>	<p>2-22 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> One Night in Bhopal Video <u>Closing (EVALUATE)</u></p>	<p>2-23 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> One Night in Bhopal Video <u>Closing (EVALUATE)</u></p>
<p>2-26 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE):</u></p>	<p>2-27 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Toxicity Lab Due <u>Closing (EVALUATE):</u></p>	<p>2-28 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Chapter 15 Quiz <u>Closing (EVALUATE):</u></p>		