



Lakeside High School									
Weekly Components									
<b>Teacher:</b>	Monica Baker-Eady				<b>Date Month of:</b>	January 2018			
<b>Co-Teacher/Para:</b>					<b>Unit Name:</b>	Food and Agriculture			
<b>Course:</b>	Advanced Placement Environmental Science				<b>Unit Name:</b>	Food and Agriculture			
<b>Priority Standards:</b> <small>(content specific)</small>	Distinguish between agro- and natural ecosystems.  Describe the relationship between food supply and the environment.  Evaluate the impact that population growth has on agriculture.								
<b>Supporting Standards:</b> <small>(content specific)</small>	Renewable and nonrenewable resources. Environmental quality.				Global change and consequences. Environment and Society.				
<b>Non-Content Standards:</b> <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)								
<b>Learning Targets:</b> <small>(what learners will be able to do at the end of the learning activity)</small>	See above standards.								
<b>Essential Question(s):</b> <small>(address philosophical foundations; contain multiple answers; provoke inquiry)</small>	How does agriculture impact the environment?								
<b>Big Ideas(s):</b> <small>(address philosophical foundations; contain multiple answers; provoke inquiry)</small>	How is human population growth connected to agriculture and land use?								
<b>Academic Vocabulary:</b>	Chapter 12-16								
<b>STEM/STEAM/ Interdisciplinary Integration:</b>	Interactive notebook, land use assignment.								
<b>Engaging Performance Scenario:</b>	Food Inc, (Organic Foods)								
<b>In the areas below, place an "X" in the box(es) to indicate the selected strategies and resources.</b>									
<b>Research-Based Instructional Strategies:</b> <small>(weekly strategies chosen to guide teaching and learning)</small>	<b>OPENING: Engaging Instructional Activity</b>	Activate Prior Knowledge	x	Questioning (Raises questions)	x	Clarify Previous Lesson	x	Phenomenon	X
		Provide Feedback	x	Scaffold Instruction	x	Create Interest	x	Other:	
	<b>WORK PERIOD: Exploring, Explaining, and Elaborating</b>	Facilitate Learning	X	Academic Discussions	X	Cooperative Learning	X	Other:	
		Demonstrate/ Model	X	Generating and Testing Hypotheses	X	Independent Learning	X	Other:	
		Explain/Apply/Extend concepts and skills	X	High-Level Questioning		Interdisciplinary Writing		Other:	
	<b>CLOSING: Evaluating</b>	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:	
<b>21<sup>st</sup> Century Learning Skills:</b> <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:			
<b>Intervention Strategies</b>									





# DCSD Instructional Planning Instrument

## Focus on Teaching and Learning



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
	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>		
<b>Resources:</b> (weekly materials chosen to support teaching and learning)	Textbooks	x	Lab Materials	x	Other: (List the other resources below.)
	Audio/Visual Aids		Course Syllabi	x	
	Handouts	x	Dictionaries		
	White Boards	x	Video Clips	x	
	Electronic Devices		Promethean Board	x	
	Supplemental Texts		Manipulatives		
	Calculators		Internet (tech)		
Weekly Plans					
Monday	Tuesday	Wednesday	Thursday	Friday	
			1-4-18 Pre-Instructional Activity: All month organize notebook using table of contents and upcoming important dates <u>Opening (ENGAGE): Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</u> Course syllabus, active reading worksheet <u>Closing (EVALUATE)</u>	1-5 <u>Opening (ENGAGE):</u> <u>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</u> Land use assignment thru Monday	



			Discuss upcoming land use assignment	
1-8 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE):</u> Grading of land use	1-9 <u>Opening (ENGAGE)/Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Notes Chapter 13 for remainder of week <u>Closing (EVALUATE)</u> Questioning covering chapter 13 thru Thursday	1-10  <u>Closing (EVALUATE):</u> Grading of notebooks for organization	1-11 <u>Closing (EVALUATE):</u> Open notecard quiz	1-12 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Practice FRQ and peer scoring thru Tuesday 1-16 <u>Closing (EVALUATE):</u> Discussion of FRQ and AP exam
1-15 	1-16 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Complete FRQ <u>Closing (EVALUATE):</u>	1-17  	1-18  	1-19  
1-22 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Soil Brain Pop and lab write up overview. Soil lab thru Wednesday <u>Closing (EVALUATE):</u>	1-23 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE):</u>	1-24 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE):</u>	1-25 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Chapter 13 quiz including soil and soil notecards <u>Closing (EVALUATE):</u> Scoring of quiz	1-26 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Possibly sustainability feast or bookwork/work on lab write up <u>Closing (EVALUATE):</u>
1-29 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Soil lab write up due <u>Closing (EVALUATE):</u>	1-30 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Chapter 14 outline <u>Closing (EVALUATE):</u>	1-31 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> Go over outline and Chapter 14 notes <u>Closing (EVALUATE):</u>	2-1 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE):</u>	2-2 <u>Opening (ENGAGE):</u> <u>Work Period</u> <u>(EXPLORE/EXPLAIN/</u> <u>EXTEND/ELABORATE):</u> <u>Closing (EVALUATE):</u>