2021-2022 Mabry CCC Lesson Plan

CCC Meeting		CCC Norms	CCC Meeting Guide
Subject:	HS Physical Science	• Use time wisely • Share ideas with on-level and AC science as appropriate • Stay on top of grading and data collection	1. What do we want students to learn? • Lesson Plan 2. How do we know if students learned it? • Create Common Assessments • Review & Assess Data 3. What do we do when students don't learn it? • Discuss Possible Strategies 4. What do we do when students learn it? • Celebrate! & Discuss Ideas
Unit:	Thermal Energy and Heat Transfer (Unit 2)		
Week of:	August 30		
Members:	Leigh Mickalonis *** * Facilitator / **Note-taker		

WHAT DO WE WANT STUDENTS TO LEARN?					
	MONDAY	*TUESDAY*	*WEDNESDAY*	*THURSDAY*	*FRIDAY*
Learning Targets	Today I am... comparing temperature and thermal energy So that I can...explain the difference In order to... understand the flow of energy through matter	Today I am... engaging in an online investigation of fire So that I can... explain the scientific principles behind fire In order to... investigate a fire scene to determine the cause of the fire.	Today I am... engaging in an online investigation of fire So that I can... explain the scientific principles behind fire In order to... investigate a fire scene to determine the cause of the fire.	Today I am... making a foldable on the three types of heat transfer So that I can... compare and contrast methods of heat transfer In order to... explain the molecular motion relates to thermal energy changes	Today I am... exploring thermal conduction So that I can... understand how heat travels In order to... investigate a fire scene to determine the cause of the fire.
Content Standards	SPS7.b,c	SPS7.b, c	SPS7.b, c	SPS7.b	SPS7.b,c
Opening	What grade do you think you earned on the test? What did you do to prepare?	Explain the difference between temperature and thermal energy		Temp vs. Thermal Energy	Conduction scenario
Lesson Plan	Temperature vs. Thermal Energy Notes	Introduce Science of Fire Phenomena	continue online training modules to explore science of fire	Heat Transfer Foldable -with stylized titles (Doodle vocab strategy)	Interim Assessment Unit 1 (iRespond)

	Temperature Extremes Video Clips (Absolute Zero and How Hot Can It Get?	- See, Think, Wonder with a picture of fire scene UL ExplorLabs Science of Fire Online Academy (computer lab)			Ice Melting Blocks Demo (Phenomena) Thermal Conductivity and Specific Heat Notes
Closing	Starbucks Thermal Energy			Explain one mode of heat transfer to a partner	Go over Unit 1 Test Explain Test Corrections

HOW DO WE KNOW IF STUDENTS LEARNED IT?					
Assessment (Current or Future)	Unit 1 Test ☐ Formative ☒ Summative	☐ Formative ☐ Summative	☐ Formative ☐ Summative	☐ Formative ☐ Summative	Unit 1 Interim Assessment ☐ Formative ☒ Summative
Data	*Teacher Initials*	*Teacher Initials*	*Teacher Initials*	*Teacher Initials*	*Teacher Initials*
	LSM				LSM
	# of Students Assessed	# of Students Assessed	# of Students Assessed	# of Students Assessed	# of Students Assessed
	146				134
	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners
	53%				96%
	% Proficient Learners	% Proficient Learners	% Proficient Learners	% Proficient Learners	% Proficient Learners
	35%				--
	% Emerging Learners	% Emerging Learners	% Emerging Learners	% Emerging Learners	% Emerging Learners
	11%				--
	% Beginning Learners	% Beginning Learners	% Beginning Learners	% Beginning Learners	% Beginning Learners
	1%				4%

WHAT DO WE DO WHEN STUDENTS DON'T LEARN IT?

Differentiation and Specialized instruction & Strategies	Test Corrections – Error Analysis Page				

WHAT DO WE DO WHEN STUDENTS DO LEARN IT?					
Differentiation and Specialized instruction & Strategies	Move onto Unit 2				

STEAM ELEMENTS					
Engineering Design Process Stage	☐ Ask ☐ Imagine ☐ Plan ☐ Create ☐ Improve ☐ Share	☒ Ask ☒ Imagine ☐ Plan ☐ Create ☐ Improve ☐ Share	☒ Ask ☒ Imagine ☐ Plan ☐ Create ☐ Improve ☐ Share	☐ Ask ☒ Imagine ☒ Plan ☐ Create ☐ Improve ☐ Share	☐ Ask ☒ Imagine ☒ Plan ☐ Create ☐ Improve ☐ Share
STEAM Connections (2 or More)	☐ Science ☐ Technology ☐ Engineering ☐ Art ☐ Math	☒ Science ☒ Technology ☒ Engineering ☒ Art ☐ Math	☒ Science ☒ Technology ☒ Engineering ☒ Art ☐ Math	☒ Science ☐ Technology ☐ Engineering ☒ Art ☐ Math	☐ Science ☐ Technology ☐ Engineering ☐ Art ☐ Math
Cross-Curricular Connections	☐ ELA ☐ Math ☐ Science ☐ Social Studies ☐ Foreign Language	☐ ELA ☐ Math ☐ Science ☐ Social Studies ☐ Foreign Language	☐ ELA ☐ Math ☐ Science ☐ Social Studies ☐ Foreign Language	☐ ELA ☐ Math ☐ Science ☐ Social Studies ☐ Foreign Language	☐ ELA ☐ Math ☐ Science ☐ Social Studies ☐ Foreign Language
STEAM/Cross-Curricular Standards		VA8.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.		VA.PR.1 Plan, prepare, and present completed works of art.	

STEAM/Cross-Curricular Vocabulary		hue shade mood tone		Intention Color scheme Shape/space	
Real-world Connection		House Fires and Fire Investigation	House Fires and Fire Investigation	House Fires and Fire Investigation	House Fires and Fire Investigation
Career Connection		Firefighter Arson Investigator	Firefighter Arson Investigator	Firefighter Arson Investigator	Firefighter Arson Investigator