

Date:	Thursday 2/11	Friday 2/12	Monday 2/22	Tuesday 2/23
Learning Targets	<p>Today I am... identifying energy conversions</p> <p>So that I can... understand how energy changes forms</p> <p>In order to... explain energy transformations in the world around me.</p> <p>Science Standard SPS7.a</p>	<p>Today I am... identifying energy conversions</p> <p>So that I can... understand how energy changes forms</p> <p>In order to... explain energy transformations in the world around me.</p> <p>Science Standard SPS7.a</p>	<p>Today I am... identifying energy conversions</p> <p>So that I can... understand how energy changes forms</p> <p>In order to... explain energy transformations in the world around me.</p> <p>Science Standard SPS7.a</p>	<p>Today I am... identifying energy conversions</p> <p>So that I can... understand how energy changes forms</p> <p>In order to... explain energy transformations in the world around me.</p> <p>Science Standard SPS7.a</p>
Opening:	<p>Why is the first hill on a roller coaster usually the highest? Use relevant science vocabulary in your answer!</p>	<p>A car that brakes suddenly comes to a screeching halt. Is the sound energy produced in this conversion a useful form of energy? Explain your answer.</p>	<p>Make yourself a to do list .. what do you need to do today to complete your project?</p>	<p>Personal Reflection: What was the most challenging part of completing this project and why?</p>
Lesson Plan (include strategies)	<p>Direct instruction exploring various energy conversions (sun, plants, animals, fireworks)</p> <p>Power plant conversions</p> <p>Introduce energy conversion project</p> <ul style="list-style-type: none"> • Show examples • Go over guidelines • Connect to Passion Project 	<p>Project Workday</p>	<p>Project Workday</p> <p>Explain artist statement</p> <ul style="list-style-type: none"> - Give your picture a creative title - Explain why you chose this scene and how it connects to your passion project. 	<p>Gallery Walk (both in person and digital) to review artwork and give feedback to classmates.</p> <p>F2F: Traditional gallery walk (COVID-style)</p> <p>Remote: Use of discussion board in CTL5 and Office365 links to complete virtual gallery walk.</p>
Closing:	<p>Brainstorming Time for Project</p>		<p>Complete project for homework</p>	<p>Where do we go from here?</p>
Assessment:	<p>Warm-up</p>			<p>Gallery Walk Final Project</p>

Differentiation and Specialized instruction	<p>Students are able to draw their picture to connect with their identified passion project.</p> <p>Process ,, students could use hand-drawn or electronic design for their choice of media</p>	<p>Students are able to draw their picture to connect with their identified passion project.</p> <p>Process ,, students could use hand-drawn or electronic design for their choice of media</p>	<p>Students are able to draw their picture to connect with their identified passion project.</p> <p>Process ,, students could use hand-drawn or electronic design for their choice of media</p>	<p>Students are able to draw their picture to connect with their identified passion project.</p> <p>Process ,, students could use hand-drawn or electronic design for their choice of media</p> <p>F2F vs. Remote: Gallery Walk methods</p>
STEAM connections	<p>Science : Energy transfer (see standards in learning target)</p> <p>Engineering: Brainstorming and the creative design process</p> <p>Art (visual) – see standards below</p>	<p>Science : Energy transfer(see standards in learning target)</p> <p>Engineering: Brainstorming and the creative design process</p> <p>Art (visual) – see standards below</p>	<p>Science : Energy transfer(see standards in learning target)</p> <p>Engineering: Brainstorming and the creative design process</p> <p>Art (visual) – see standards below</p>	<p>Science : Energy transfer(see standards in learning target)</p> <p>Engineering: Brainstorming and the creative design process</p> <p>Art (visual) – see standards below</p>
Art Standard	<p>VA8.CR.1.b. Investigate essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>VA8.CR.2.a. Produce original two-dimensional artworks using a variety of media (e.g. pencil, markers, pastel, paint, printmaking materials, collagematerials, media arts).</p> <p>VA8.CN.3.c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p>	<p>VA8.CR.1.b. Investigate essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>VA8.CR.2.a. Produce original two-dimensional artworks using a variety of media (e.g. pencil, markers, pastel, paint, printmaking materials, collagematerials, media arts).</p> <p>VA8.CN.3.c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p>	<p>VA8.CR.1.b. Investigate essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>VA8.CR.2.a. Produce original two-dimensional artworks using a variety of media (e.g. pencil, markers, pastel, paint, printmaking materials, collagematerials, media arts).</p> <p>VA8.CN.3.c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p> <p>VA8.PR.1.b. Write an artist statement by reflecting on finished works of art.</p>	<p>VA8.PR.1.b. Write an artist statement by reflecting on finished works of art.</p> <p>VA8.RE.2.a Engage in supportive peer review through formal and informal assessment and idea development.</p>

Notes	Directions for Project are saved to Sharepoint.			
--------------	---	--	--	--