

Learning Outcomes:*Students will be able to ...*

identify discrepancies in solutions to homework problems and come to consensus re: correct answers or problems to refer for large group review

identify and isolate common factors in polynomials with rational coefficients;

be able to represent the steps in factoring on a sequence graphic organizer and apply these to factoring algebraic expressions

Time**Sequence of Activities:**

8:57
(8)

Homework: p. 184 - Problems 1-6
Round Table Review of Answers in Groups of 4

9:05
(10)

Students at board demo solutions to most challenging; students in seats record problem correctly

9:15
(8)

Review process of factoring polynomials; Demo 2-3 problems;

9:23
(8)

Assign practice problem; students ID and record common factor on slates; Check responses;

9:30
(5)

2 more practice problems; (Stand & Stretch)

9:35
(15)

Explain factoring by reverse of FOIL
Record steps on Graphic Organizer; Students complete blank copy of GO in notebooks;

Demo two problems;

9:50
(8)

•Learning Partners - stand and review steps on GOs then talk through and solve sample problem; pairs pair for cross check;

9:53
(10)

2 more practice problems; Pairs Check/Cross Check;

10:03
(10)

Students copy HW assignment into notebooks;

Math Journal Writing
"Factoring an expression is like...because..."
Reading summaries (if time)

Analyzing Critical Attributes of the Lesson Design:

1 - Is there 10-2 balance?

For every 10 minutes of input do I build in at least 2 minutes for students to process?

2 - Is there 90 second physical movement/stretch every 35-40 minutes?

3 - Is there variety in interaction patterns (large group, small group, individual work)?

4 - Are students doing something active while they are watching or listening?

5 - Are students doing most of the work?

6 - Have I built in regular opportunities to check students understanding and assess what they are learning?

Date:

Period:

Class: *Dramatic Literature*

LEARNING OUTCOMES

Students will be able to:

...identify character behaviors and personality qualities;

... identify the sequence of events as a foundation for understanding plot;

... reveal character's apparent goals/controlling desires and recognize how actions are driven by those goals

... use footnotes, dictionaries and context to interpret Shakespeare's language;

... demonstrate understanding and represent key elements of plot, language and character

Approx.
Time in
minutes

15-20

35

15

20

Romeo & Juliet: Act I, Scene I

SEQUENCE of ACTIVITIES:

Groups of 4 Review HW Assignment:

Descriptive Graphic Organizers

Main Characters: Samson & Gregory, Abraham, Ben Volio, Tybalt, Montague, Capulet, Romeo

Share what you recorded and add to your organizers

Teacher Led Discussion with Whole Class:

Construct Sequence of Events for Scene I on Sequence GO;

students record into notebooks

Teacher Led Discussion with Whole Class:

What kinds of things did you learn about the characters?

Based on what you've read so far what might be each character's driving needs (goals)?

Learning Partners or Groups of Four:

What's _____ Saying When... ?

Translating the Language

e.g. Tybolt to Benvolio: What, art thou drawn among these heartless hinds?

Use footnotes, Dictionaries and Context

Improvisation Exercise:

Rewrite Scene I In Contemporary Times

It is 1998 at CRLS; improvise a sequence within Scene I, remaining true to basic characters and plot;

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Date:

Period:

Class: World History

Learning Outcomes:

Students will be able to ...

- explain feudalism as a military and political system of government
- describe the infrastructure of Feudalism and explain how it was organized to provide food, shelter and protection for nobles, church people and peasants of that time
- evaluate Feudalism as a viable system of government by identifying the pluses and minuses of the system from the perspectives of the different groups of people (noblemen, church people, peasants) it depended on and was organized to serve

Time

20 min.

5 min.

20 min.

15 min.

10 min.

10 min.

Sequence of Activities:

Sort Card Activity (groups of 4)

Create concept map by organizing terms from text reading (Feudalism pp. 214-218) to show relationships and explain Feudal System

Use terms from Sort Cards to **respond to questions** about roles, functions, and relationships

Gallery Walk Groups post concept maps and tour the exhibits made by others to note similarities & differences

Discussion/Check for Understanding (whole class) using **Numbered Heads** from groups of 4

Lecture/Video excerpt on Feudalism

Evaluation of Feudalism: assign a representative group (lords, vassals, serfs, etc.) to each group of 4; on a T chart, identify the pluses and minuses of this system from your perspective; record on chart paper posted on wall.

Journal Reflections: What are some similarities or connections that you see between Feudalism as a system of government and our local, state or national government today?

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Mary Ann Haley & Deborah R

Handwritten notes: "Haley" and "Deborah R" written vertically in the left margin.

Date:

Period:

Class:

Biology

Bacteriology

LEARNING OUTCOMES:

Students will be able to:

Predict relationships between terms and bacteria;

Complete compare/Contrast GO re: various bacteria;

Identify areas of school with high growth or incidence of bacteria;

Apply knowledge of nutritional requirements of various bacteria to determine inhibitors to bacterial growth in foods;

Identify helpful and harmful effects of bacteria in our lives;

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Time

SEQUENCE of ACTIVITIES:

Activator:

Bacteria Word Splash (groups of 4)

Concept Intro:

Presentation:

Shapes, nutritional requirements and identifying characteristics of bacteria

Students take notes on Compare/Contrast grid.

10-2 Pauses: Students verify or revise statements on word splash;

Experiment: (or Demo)

Groups culture areas of school with sterile cotton swabs;

Swab and incubate (2 days) agar plate

Postlab Discussion:

Presentation: Ways to prevent bacterial growth;

Import of these methods in our lives;

Numbered Heads Together:

Think of ways in which we inhibit bacterial growth in food;

What is the importance of (various) bacteria in our lives?

Homework Assignment:

Find products at home made with the help of bacteria; bring at least one to class tomorrow;

Date:

Period:

Class:

9th grade Biology

Problem of the Day: *What are bioethics?
How can we use a decision making model to make bioethical decisions?*

LEARNING OUTCOMES

Students will be able to:

- *examine why they do what they do and assess what is important to them;*

- *apply decision making model to make bioethical decisions regarding reproductive case studies;*

- *listen to teammates, communicate own ideas, and reach consensus that best represents overall group opinions;*

- *identify similarities and differences between the thinking within their own group and that of the other groups;*

- *identify and assess the value of this learning experience for them and be able to make connections to their own lives;*

Time

10 min.

10 min.

5 min.

15 min.

25 min.

15 min.

5 min.

SEQUENCE of ACTIVITIES:

Return: repro tech assignment

Intro: How do we make decisions? Ethics/Values

Values sheet: Circle 4 most important to you

Reading of Case Study:

Brother needs transplant; sister could be donor: Father forbids it; daughter wishes to go against father's wishes;

Model Thinking Aloud:

(with some input from students)

What are my options?

The Decision Making Model & the Case Study

Groups of 3 or 4:

Read new case study;

Use decision making model to come up with decision

Large Group Sharing:

Each group share decisions

Individual Writing/Reflection:

Did you enjoy this learning experience; explain your response.

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Period:

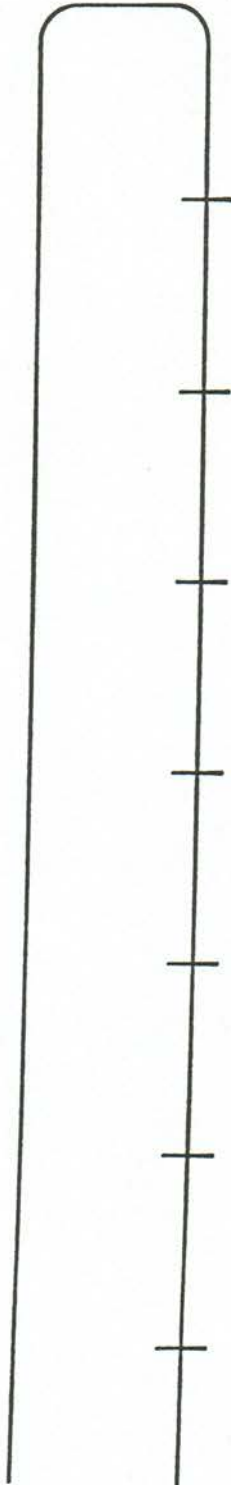
Class:

Learning Outcomes:

Students will be able to ...

Time

Sequence of Activities:



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