

Name: Allie

Date: October 4th, 2011

Objectives

Students will:

- Identify the main structure of the junior high and high school programs of study.
- Contrast the junior high and high school programs of study.
- Construct learner activities for elementary learner outcomes.

Materials:

- 6 hand outs
- 6 packages of visual mind maps
- 6 vials of baking soda
- 6 vials of vinegar
- 5 Chemical Reaction worksheets
- Index cards with SLEs written on them
- Implementation guides

Procedure:

Introduction (3 minutes): Ask the question: "What is science?"

- Brain storm answers (be sure to get an answer from each student)
- Supplement the brainstorm with more answers: Science is...
 - o Animals (migration, food)
 - o Genetics
 - o Plants
 - o Electricity
 - o Electronics (cell phones, TV)
 - o Senses
 - o Bombs/ explosions
 - o Space (exploration, planets)
 - o You and me (made up of cells and tissues etc.)
 - o Weather
 - o Medication
 - o Sports (muscles, reaction time)
 - o Food

You can see that science is all around us and is therefore important for students to learn in order to relate to the world they live in.

Body (7 minutes):

Introduce the elementary program of study

- When it was last updated
- When it is scheduled to be updated and how much

- Elementary program uses children's natural curiosity as a starting point.
- Program structure
 - o Give some example of units and GLEs and SLEs

Introduce foundations for junior high and high school program

- Provide basis for entire program
- Recently updated

Junior high program structure

- Give some examples of the units, GLOs and SLOs
- Explain how the GLOs and SLOs are categorized
- No integrated ICT outcomes

High school program structure

- Explain how it differs from junior high
 - o Where would an attitude GLO fit in to the high school program? In the junior high program?
- Includes ICT outcomes

Learner Activity (5 minutes)

Everyone splits in to two groups (one of two, and the other of three). Each group will receive an index card with a SLO on it, as well an implementation resource. The group will have three minutes (timed) to come up with a learner activity to support the SLO and be able to explain how it fulfills the SLO. Each group will then share their activity and reasoning (2 minutes).

Closure (5 minutes): Give a specific example of an Elementary GLE and SLE and perform a shorter version of the activity I would do in an actual classroom.

Closure Activity

Grade 5, Unit C: Classroom Chemistry

GLE: Describe the properties and interactions of various household liquids and solids, and interpret their interactions.

SLE: Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air.

SLE: Recognize and describe evidence of a chemical reaction. Explain how the products of a reaction differ from the original substances.

Each student will have two vials: one containing vinegar, and the other containing baking soda. Before mixing the two they will be instructed to record what each substance looks like. The students will then be instructed to add the baking soda to the vinegar and record what they see happen. They will then record the products of the reaction and their characteristics.

Assessment Methods:

- Questions during the lesson
- Listening to conversations during learning activity