

Scope and Sequence:	
School For Excellence	Course: General Science Name: Ms. D.G. Alston
	September - June
Essential Questions:	<ol style="list-style-type: none"> 1. HOW CAN WE ASSESS OUR INTELLIGENCE THROUGH GRAPHING? 2. WHAT IS SCIENCE AND HOW DO SCIENTIST CONDUCT EXPERIMENTS? 3. WHAT FACTS CAN WE RECALL ABOUT 911? 4. WHAT ARE THE METHODS AND MATERIALS OF SCIENCE? 5. HOW DO WE USE QUALITATIVE AND QUANTITATIVE DATA? 6. WHAT ARE THE GENERAL SAFETY RULES IN THE LAB?
Focus/Unit:	Scientific Inquiry
Content	<ol style="list-style-type: none"> 1. Understanding of mathematical processes and tools for collecting, managing and communicating data. 2. Understanding various approaches and tools for collecting, managing, and communicating data. 3. Utilize evidence and logic in developing proposed explanations that address scientific questions and hypothesis
Common Core Standards	<p>RI.9-10.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. W.9-10.2.A: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aid comprehension.</p> <p>New York State: Standard 1- Students will use mathematical analysis, scientific inquiry, Engineering design, as appropriate, to pose questions, seek answers, And develop solutions. PI- 1.1, 1.1a, 1.2a, 3.1, 3.1a, 1.2a, 1.2b, 5.2h, 5.2j, 6.1g 7.3, 7.3b</p>
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Students shall complete homework assignments that represent use and comprehension of content vocabulary. 2. Describe and develop illustration parallel to topic. 3. Work in teams/and or groups to produce, compare, and relate to audience.
Summative Assessment:	Students shall demonstrate achievements by laboratory activities, math Connections and problem solve data by utilizing the steps to the scientific method. Tests, journal writing, chapter review questions, folder reflection, Field activities, class discussion, critical thinking questions, presentations, reports, environment/community research, and collection of data.
Skills Necessary For Performance Tasks	<ol style="list-style-type: none"> 1. Students shall apply recall tactics by identifying Who, What, When, Where, &why? 2. Students shall relate cause/effect concepts while recognizing similarities and patterns. 3. Students shall make connections while designing an image and creating appropriate schemas.
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. Students shall relate to assign readings and content by outlining text, create images, make connections, and inferences. 2. Students shall utilize the note –taking strategies, converting sentences into symbols. 3. Students shall be able to articulate questions as well as develop content questions. 4. Students shall apply KWL strategies as well as well as utilize rigorous practice from “Writing Revolution”- Scrambling, fill-ins, sentence starters, complex details, to form proficient paragraphs.

What examples of art will be used?	Students shall use specific pieces and materials to enhance comprehension of lesson: Utilize and develop pin-wheels pre-design Venn diagrams , clay, dirt, sand, construction paper, pipe-cleaners, wood sticks, glitter, paint, mesh, wire, Re-cycle materials, cups, plants, bones, boxes, aluminum, wax paper etc.
What types of technology will be incorporated?	Integration of the following technical web-sites are used to enhance the students comprehension of the lesson: *Discovery-age /grade related videos/simulated. * Power-point presentations * Flocabulary * Lap top, Video cameras, calculators, digital devices(clocks, cell phones)etc.
	October
Essential Questions:	<ol style="list-style-type: none"> 1. What are THE SIMILARITIES AMONG LIVING THINGS? 2. HOW CAN WE IDENTIFY WEIGHT, AND MEASURE THE VOLUME OF LIQUID? 3. HOW DO WE FIND THE HEIGHT, LENGTH AND WEIGHT OF VARIOUS ORGANISMS AND CREATE A BAR GRAPH TO REPRESENT THE DATA? 4. METRIC SYSTEM CONVERSION 5. HOW DO WE KNOW WHEN SOMETHING IS ALIVE? 6. WHAT ARE THE PARTS AND FUNCTIONS OF THE BODY SYSTEM?
Focus/Unit:	THE CHARACTERISTICS OF LIVING THINGS
Content	<p>The level of organization in living things</p> <ol style="list-style-type: none"> 1. Students will make connections to the cell as the unit common to a living organism. 2. Describe functions carried on the cell. 3. Describe the level of organization in living things. 4. Describe the history of the cell.
Common Core Standards/Skills:	<p>New York STATE COMMON STATE CORE STANDARDS</p> <p>RI.9=10: Determine the meaning of symbols, key terms, and other Domain-specific words and phrases as they are used in specific Scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>W.9-102.d: Use precise language and domain –specific vocabulary to Manage the complexity of the topic and convey a style appropriate To the discipline and context as well as to the readers.</p> <p>PI- 1.2-To describe and explain the structures and functions of the Body at different organizational levels (e.g. systems, tissues, cells, Organelles). 1.2a, 1.2b 1.2c,1.2d, 1.2e, 1.2f</p>

Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Students shall complete homework assignments that represent use and comprehension of content vocabulary. 2. Describe and develop illustration parallel to topic. 3. Work in teams/and or groups to produce, compare, and relate to audience. 4. Apply on routine base appropriate use of What, Who, Where, Why and When?
Summative Assessment:	<p>Students shall explore the processes and activities that are common to all living things. Students shall perform lab activities, collect data, while making calculations, inferences, and research content topic. Students shall explore and discuss articles on the function and structure of the following. INGESTION- DIGESTION-RESPIRATION-EXCRETION- CIRCULATION-STIMULI-MOVEMENT-GROWTH AND DEVELOPMENT AND REPRODUCTION.</p>
Skills Necessary For Performance Tasks:	<ol style="list-style-type: none"> 5. Students shall complete homework assignments that represent use and comprehension of content vocabulary. 6. Describe and develop illustration parallel to topic. 7. Work in teams/and or groups to produce, compare, and relate to audience. 8. Apply on routine base appropriate use of What, Who, Where, Why and When?
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. Students shall relate to assign readings and content by outlining text, create images, make connections, and inferences. 2. Students shall utilize the note –taking strategies, converting sentences into symbols. 3. Students shall be able to articulate questions as well as develop content questions. <p>Students shall apply KWL strategies as well as well as utilize rigorous practice from “Writing Revolution”- Scrambling, fill-ins, sentence starters, complex details, to form proficient paragraphs.</p>
What examples of art will be used?	<p>Students shall use specific pieces and materials to enhance comprehension of lesson: Utilize and develop pin-wheels pre-design Venn diagrams , clay, dirt, sand, construction paper, pipe-cleaners, wood sticks, glitter, paint, mesh, wire, Re-cycle materials, cups, plants, bones, boxes, aluminum, wax paper etc.</p>
What types of technology will be incorporated?	<p>Integration of the following technical web-sites are used to enhance the students comprehension of the lesson:</p> <ul style="list-style-type: none"> *Discovery-age /grade related videos/simulated. * Power-point presentations * Flocabulary * Lap top, Video cameras, calculators, digital devices(clocks, cell phones) etc.

November

Essential Questions:	<ol style="list-style-type: none"> 1. What do living things have in common? 2. What are cells and the organelles that control them? 3. What are the similarities and differences between plant and animal cells? 4. What is the structure and function of the organelles?
Focus/Unit:	<p>THE BEGINNING OF UNICELLULAR AND MULTICELLULAR ORGANISMS.</p>
Content	<p>Formation Of Cells</p> <ol style="list-style-type: none"> 1. Students shall make connections to the formation and function of organelles. 2. Students shall connect to the theory and unexplained concepts of the cell. 3. Students shall identify through research questions what describes the exceptions to the cell theory.
Common Core Standards/Skills:	<p>New York STATE COMMON CORE STANDARDS RI.9= Determine the meaning of symbols, key terms, and other specific words and phrases as they are used in a specific scientific or technical Content relevant to grades 9-10 texts and topics. W.9- 10 .2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate To the discipline and the context as well as to the expertise of the likely reader. W.9-10.2.c Use varied transitions and sentence structures to link The major structures to link the major sections of the text, create Cohesion, and clarify the relationships among ideas and concepts.</p>
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Students shall complete homework assignments that represent use and comprehension of content vocabulary. 2. Describe and develop illustration parallel to topic. 3. Work in teams/and or groups to produce, compare, and relate to audience. 4. Apply on routine base appropriate use of What, Who, Where, Why and When?
Summative Assessment:	<ol style="list-style-type: none"> 1. Comprehend the cell theory. 2. Review the contribution of scientist from the past to the present.- Developing a Time Line 3. Distinguish the difference between a simple cell and the contents of a multicellular organism.

Skills Necessary For Performance Tasks:	<ol style="list-style-type: none"> 1. Students shall complete homework assignments that represent use and comprehension of content vocabulary. 2. Describe and develop illustration parallel to topic. 4. Work in teams/and or groups to produce, compare, and relate to audience. 5. Apply on routine base appropriate use of What, Who, Where, Why and When?
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. Students shall relate to assign readings and content by outlining text, create images, make connections, and inferences. 2. Students shall utilize the note –taking strategies, converting sentences into symbols. 3. Students shall be able to articulate questions as well as develop content questions. 4. Students shall apply KWL strategies as well as well as utilize rigorous practice from “Writing Revolution”- Scrambling, fill-ins, sentence starters, complex details, to form proficient paragraphs.
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What types of technology will be incorporated?	<p>Integration of the following technical web-sites are used to enhance the students comprehension of the lesson:</p> <ul style="list-style-type: none"> *Discovery-age /grade related videos/simulated. * Power-point presentations * Flocabulary * Lap top, Video cameras, calculators, digital devices(clocks, cell phones) etc.
	December
Essential Questions:	<p>HOW CAN WE COMPARE THE FUNCTIONS OF A CELL ORGANELLE TO THAT OF A CITY?</p>
Focus/Unit:	<p>What are the connections/ Analogy of a cell to that of a city?</p>

Content	Students shall use prior researched data and materials to work in teams, whose responsibility is to develop a “city” that functions in similar in structure and function as a city.
Common Core Standards/Skills:	Standard1 Performance Indicator 1.1 1.1c 3.1 3.1a 3.4
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Students shall complete homework assignments that represent use and comprehension of content vocabulary. 2. Describe and develop illustration parallel to topic. 3. Work in teams/and or groups to produce, compare, and relate to audience. 4. Apply on routine base appropriate use of What, Who, Where, Why and When?
Summative Assessment:	<ol style="list-style-type: none"> 1. Comprehending the cell theory. 2. Reviewing the contribution of scientist from the past to the present. 3. Recognizing the difference between a animal and plant cell organelle. 4. Assessing the functions of each organelle.
Skills Necessary For Performance Tasks:	<ol style="list-style-type: none"> 1. Students shall complete homework assignments that represent use and comprehension of content vocabulary. 2. Describe and develop illustration parallel to topic. 3. Work in teams/and or groups to produce, compare, and relate to audience. 4. Apply on routine base appropriate use of What, Who, Where, Why and When?
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. Students shall relate to assign readings and content by outlining text, create images, make connections, and inferences. 2. Students shall utilize the note –taking strategies, converting sentences into symbols. 3. Students shall be able to articulate questions as well as develop content questions. 4. Students shall apply KWL strategies as well as well as utilize rigorous practice from “Writing Revolution”- Scrambling, fill-ins, sentence starters, complex details, to form proficient paragraphs.

What examples of art will be used?	<p>Students shall use specific pieces and materials to enhance comprehension of lesson: Utilize and develop pin-wheels pre-design Venn diagrams , clay, dirt, sand, construction paper, pipe-cleaners, wood sticks, glitter, paint, mesh, wire, Re-cycle materials, cups, plants, bones, boxes, aluminum, wax paper etc.</p>
What types of technology will be incorporated?	<p>Integration of the following technical web-sites are used to enhance the students comprehension of the lesson: *Discovery-age /grade related videos/simulated. * Power-point presentations * Flocabulary * Lap top, Video cameras, calculators, digital devices(clocks, cell phones) etc.</p>
January	
Essential Questions:	<ol style="list-style-type: none"> 1. What is an Ecosystem? 2. How can we describe a Niche and Habitat? 3. What is the Symbiotic Relationship among organisms? 4. How do we describe predation? 5. How do we associate, compare and contrast relationships in a given area? 6. How do we identify the major subdivisions of an environmental Organization? 7. What are the principles of ecology? <p>-----</p>
Focus/Unit:	<p style="text-align: center;">HOW DO LIVING THINGS INTERACT IN AN ECOSYSTEM?</p>
Content	<ol style="list-style-type: none"> 1. Students will understand how living and non-living factors interact with one another and with the environment. 2. Students shall understand the strategies and adaptations used by organisms to obtain basic requirements. 3. Students shall comprehend the various concepts that apply to ecosystems, communities, populations, and the role of biodiversity.

Common Core Standards/Skills:	<p>Standard 4</p> <ol style="list-style-type: none"> 1. Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting, and the living environment. 2. Recognize the historical development of ideas in science Students will be able to explain the importance of maintaining the diversity of species in their habitats. 3. Describe the interactions that exist within the environmental Subdivision. 4. Describe human involvement and the relationship to the Environment. 5. Relate the need for a clean environment and conservation of resources.
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Demonstrate and apply concepts pertaining to how communities and ecosystems change. 2. Complete required reading and research regarding future inventions. etc. 3. Utilize appropriate vocabulary through literary and verbal expression 4. Complete homework assignments as well as maintain journal entry. 5. Work in team/or individual to produce artifact that is presented to an audience. 6. Produce a “flowsheet”, graph or model of topic.
Summative Assessment:	<ol style="list-style-type: none"> 1. Produce /maintain journal entry for connected concepts. 2. Develop a food chain illustration 3. Maintain, Utilize and share “flowsheet” 4. Collect and display collages that reflect relationships to organisms in given environment.
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. Students shall relate to assign readings and content by outlining text, create images, make connections, and inferences. 2. Students shall utilize the note –taking strategies, converting sentences into symbols. 3. Students shall be able to articulate questions as well as develop content questions. 4. Students shall apply KWL strategies as well as well as utilize rigorous practice from “Writing Revolution”- Scrambling, fill-ins, sentence starters, complex details, to form proficient paragraphs. 5.Highlight, underline, develop a word vocabulary clue card from assigned readings

<p>What examples of art will be used?</p>	<ol style="list-style-type: none"> 1. Develop a “pin wheel “for vocabulary recall. 2. Design a “flowsheet” that explains terms and concepts. 3. Construct a collage that pertains to the organism in a given environment 4. Produce a power point presentation that relates to the theme or topic. 5. ETC.
<p>What types of technology will be incorporated?</p>	<p>Integration of the following technical web-sites are used to enhance the students comprehension of the lesson/topic:</p> <ol style="list-style-type: none"> 1. Discovery-age /grade related videos/simulated. 2. Power-point presentations 3. Flocabulary 4. Lap top, Video cameras, calculators, digital devices (clocks, cell- phones) etc.
<p>February</p>	
<p>Essential Questions:</p>	<ol style="list-style-type: none"> 1. What is a Biome? 2. How can we describe, compare /contrast factors that apply to each of the biomes? 3. What are some of the misconceptions related to the biomes? 4. How can we interpret the various climate and zones applied to each biome?
<p>Focus/Unit:</p>	<p>What are the Characteristics of the land and Water Biomes of the World?</p>

Content	<ol style="list-style-type: none"> 1. Identifying the concepts of the weather in each biome.- temperature, precipitation, humidity and wind. 2. Compare and contrast the various organisms that have adapted to each biome. 3. Describe plant and animal survival strategy
Common Core Standards	<ol style="list-style-type: none"> 1. Standard 4- 4a- 4b- 4c- 4d 2. Standard 7- 7a- 7b- 7c- 7e-The Earth
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 3. Demonstrate and apply concepts pertaining to how organisms have evolved and survived. 4. Complete required reading and research regarding future protection laws, etc. 5. Utilize appropriate vocabulary through literary and verbal expression. 6. Complete homework assignments as well as maintain journal entry. 7. Work in team/or individual to produce artifact that is presented to an audience. 8. Produce a “flowsheet”, graph or model of topic. 9. Design and or construct graph and climatograph. 10. Recognize biome location.
Summative Assessment:	<ol style="list-style-type: none"> 1. Produce /maintain journal entry for connected concepts. 2. Develop a food chain illustration 3. Maintain, Utilize and share “flowsheet” 4. Collect and display collages that reflect relationships to organisms in given environment.
Skills Necessary For Performance Tasks:	<ol style="list-style-type: none"> 1. Identify the various biomes location on a map 2. Describe the factors that are limited as pertaining to particular biomes 3. Comprehend the biological diversity as applied to each biome
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. Students shall relate to assign readings and content by outlining text, create images, make connections, and inferences. 2. Students shall utilize the note –taking strategies, converting sentences into symbols. 3. Students shall be able to articulate questions as well as develop content questions. 4. Students shall apply KWL strategies as well as well as utilize rigorous practice from “Writing Revolution”- Scrambling, fill-ins, sentence starters, complex details, to form proficient paragraphs. 5.Highlight, underline, develop a word vocabulary clue card from assigned readings

What examples of art will be used?	<ol style="list-style-type: none"> 1. Viewing of various biomes through video , pictures and illustration for knowledge connections 2. Developing of aquatic and land organism in collage form. 3. Construction of graphs, and maps.
What types of technology will be incorporated?	<ol style="list-style-type: none"> 1. Discovery-age /grade related videos/simulated. 2. Power-point presentations 3. Flocabulary program 4. Lap top, Video cameras, calculators, digital devices (clocks, cell- phones) etc.



	March
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Essential Questions:	<p style="text-align: center;">What are the various types of Energy on Earth?</p>
Focus/Unit:	<ol style="list-style-type: none"> 1. Comparing/contrasting 2. Calculating 3. Researching 4. Identifying 5. Constructing
Content	<ol style="list-style-type: none"> 1. To compare /contrast food chain and food web 2. Define the layers of the atmosphere 3. Tabulate weather in various parts of the region 4. The effects of gravity –solar, kinetic and potential energy

Common Core Standards/Skills:	<p>Performance Standards – Key Id. 7- Humans decisions and activities have had a profound impact on the physical and living environment. 7.1a, 7.1b, 7.1c. N.Y. –Matter- The physical Nature of Matter 3.1dd, 3.1jj, 3.1kk, 3.100, 3.1qq Maps and measurements- Origin of Earth 1.2a, 1.2c, 1.2b, 2.1q Climate- 1.1a 1.2b</p>
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Students shall utilize measuring skills 2. Students shall make calculations and analysis of data 3. Develop an acceptable interest in the various forms of energy 4. Student shall research and collect factual data 5. Students shall visit and or engage in community out-reach programs regarding energy conservation.
Summative Assessment:	<ol style="list-style-type: none"> 1. Produce /maintain journal entry for connected concepts. 2. Develop a vocabulary journal 3. Maintain, Utilize and share “flowsheet” pertaining to the topic. 4. Collect and display collages/ posters that reflect outreach concerns. 5. Apply knowledge as it applies in literary work.
Skills Necessary For Performance Tasks:	<ol style="list-style-type: none"> 1. Produce /maintain journal entry for connected concepts. 2. Develop a vocabulary journal 3. Maintain, Utilize and share “flowsheet” pertaining to the topic. 4. Collect and display collages/ posters that reflect outreach concerns. 5. Apply knowledge as it applies in literary work.
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. To comprehend documents pertaining to the topic 2. To research information pertaining to the topic 3. Apply mathematical concepts to formulate graphs and maps 4. To be able to cite evidence.

<p>What examples of art will be used?</p>	<ol style="list-style-type: none"> 1. Construction of graphs 2. Construction of maps 3. Painting /coloring of clay rocks, etc. 4. Design of personal "Tee Shirts in honor of Earth Day
<p>What types of technology will be incorporated?</p>	<ol style="list-style-type: none"> 1. Discovery-age Education /grade related videos/simulated. 2. Power-point presentations 3. Flocabulary program 4. Lap top, Video cameras, calculators, digital devices (clocks, cell- phones) etc. 5. Smart board integrated lesson- for differentiated comprehension.



April

<p>Essential Questions:</p>	<p>What are The Various Types of Reproduction?</p>
<p>Focus/Unit:</p>	<ol style="list-style-type: none"> 1. How do we define Sexual Reproduction? 2. How do we define Asexual Reproduction? 3. How are characteristics of one generation passed on to the next? 4. What evidence shows that different species are related?
<p>Content</p>	<ol style="list-style-type: none"> 1. How does the male and female reproduction system work? 2. What are the factors involved in asexual reproduction {Binary fission, Budding, Sporulation, Regeneration, and Vegetative Prorogation}. 3. DNA/RNA 4. Genetic inheritances 5. Mutations 6. Genetic disorders 7. Meiosis

Common Core Standards/Skills:	<p>Key Idea- The continuity of life through reproduction and development. 4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.1g. 4.1h. 5.2h, 5.2j. CCLS: R1-10, R3-9</p>
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Students shall utilize comparison skills. 2. Students shall define reproduction and relate to the development of a species. 3. Student shall research and collect factual data pertaining to cloning procedures etc. 4. Students shall combine peer- exchange visits and relate to classroom topic. 5. Verbally express the importance of chromosome in the maintenance of an organism.
Summative Assessment:	<ol style="list-style-type: none"> 1. Produce /maintain journal entry for connected concepts. 2. Develop a vocabulary journal 3. Maintain, Utilize and share “flowsheet” pertaining to the topic. 4. Collect and display collages/ posters that reflect outreach concerns. 5. Apply knowledge as it applies in literary work. 6. Identify the stages of Meiotic Division.
Skills Necessary For Performance Tasks:	<ol style="list-style-type: none"> 1. Students shall be able to define between asexual and sexual reproduction. 2. Students shall be able to comprehend the stages of meiosis. 3. Students shall be able to describe environmental and genetic disorders 4. Students shall be able to conduct research and relate to data.
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. To comprehend documents pertaining to the topic 2. To research information as well as develop a vocabulary book section on the topic. 3. To produce documents that is factual. 5. To be able to cite evidence.

<p>What examples of art will be used?</p>	<ol style="list-style-type: none"> 1. Produce a "pinwheel" for vocabulary recall. 2. Design an informational poster relating to the environment and possible disorders. 3. Create an illustration of the stages of meiosis
<p>What types of technology will be incorporated?</p>	<ol style="list-style-type: none"> 1. Discovery-age Education /grade related videos/simulated. 2. Power-point presentations 3. Flocabulary program 4. Lap top, Video cameras, calculators, digital devices (clocks, cell- phones) etc. 5. Smart board integrated lesson- for differentiated comprehension.
	<p>May</p>
<p>Essential Questions:</p>	<p>How Does Technology impact our Lives?</p>
<p>Focus/Unit:</p>	<ol style="list-style-type: none"> 1. How does the demand for technology change humans? 2. What are the factors involved in the environment and the increase demand for technical devices? 3. What are some Pros and Cons of technology? 4. Recognize possible solutions – The Future

Content	<ol style="list-style-type: none"> 1. The History of technology 2. Humans' impact and activities- Is it changing the face of the earth? 3. How the flow of energy may reduce the nutrients in an ecosystem. 4. How the world of work is impacted by technology. 5. Ways in which conservation could work with technology.
Common Core Standards/Skills:	<ol style="list-style-type: none"> 1. A12. 1-12.7 ,B12.1 A.1 , A.2, B.1, -B.6 C.1
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Students shall takes notes, and symbols utilizing formats from writing revolution. 2. Complete all homework assignments- Venn diagrams, fill-ins, etc. 3. Engagement in reflections session 4. Complete and utilize a vocabulary that aligns with the topic. 5. Designing literary documents for presentation 6. Work in a group and complete assigned task
Summative Assessment:	<ol style="list-style-type: none"> 1. Capable of researching work individually as well as participate in a group. 2. Maintain a functional journal on the topic. 3. Utilize graphing ability to access data. 4. Illustration of technology - history to present.
Skills Necessary For Performance Tasks	<ol style="list-style-type: none"> 1. Students shall be able to summarize and comprehend a vocabulary suitable to topic. 2. Students shall be able to define the Who? What? Where? When? And How when as it applies to the topic. 3. Students shall be able to state, and or recite their personal insights/views.

What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. To comprehend documents pertaining to the topic 2. To research information as well as develop a vocabulary book section on the topic. 3. To produce documents that is factual. 4. To be able to cite evidence. 5. To complete exit tickets using detailed format
What examples of art will be used?	<ol style="list-style-type: none"> 1. Drawings of past –present forms of technology 2. Constructing an apparatus of ‘something” technical 3. Role-playing 4. TECH song!
What types of technology will be incorporated?	<ol style="list-style-type: none"> 1. Discovery-age Education /grade related videos/simulated. 2. Power-point presentations 3. Flocabulary program 4. Lap top, Video cameras, calculators, digital devices (clocks, cell- phones) etc. 5. Smart board integrated lesson- for differentiated comprehension.
	June
Essential Questions:	<p style="text-align: center;">How Can We Review, Revise, and assess our comprehension the course data?</p>
Focus/Unit:	<ol style="list-style-type: none"> 1. Who am I and what assessments have I made? – How can I calculate my growth? 2. What are the functions and Structures that I will focus on? 3. In what ways may I better organize my notebook, folder, book bag? 4. Can I read a document; develop a topic sentence with details and conclusion? 5.

Content	<ol style="list-style-type: none"> 1. Review how to utilize Web sites, magazines, books to access information. 2. Review the "pinwheel" for vocabulary, content and image recall. 3. How to utilize previous text, quizzes, handouts, and illustration as a study and review tool. 4.
Common Core Standards/Skills:	<p>To be assessed at a later date</p>
Ongoing Formative Assessments:	<ol style="list-style-type: none"> 1. Teacher assesses students understanding of the course by verbal recall of course topics. 2. Students show comprehension of topics and issues through teamwork and engagement. 3. Teacher observation of students' growth and potential. 4. Students are competent in writing style and expression. 5. Students are aware on where to go whenever help is required. 6. Students are aware of rules, and expectations of course, rubrics use for grade.
Summative Assessment:	<ol style="list-style-type: none"> 1. Completed journal 2. Organized folder 3. Illustrated expression 4. Verbal recall of topics , contents, demonstrations 5. Social / technical expression/ workshops / and trips connections to the course
Skills Necessary For Performance Tasks	<ol style="list-style-type: none"> 1. Students shall be able to summarize and comprehend a vocabulary suitable to topic. 2. Students shall be able to define the Who? What? Where? When? And How? when as it applies to the topic. 3. Students shall be able to state, and or recite their personal insights/views.
What specific literacy strategies will be used?	<ol style="list-style-type: none"> 1. To comprehend documents pertaining to the topic 2. To research information as well as develop a vocabulary book section on the topic. 3. To produce written documents that is factual. 7. To be able to cite evidence. 8. To complete exit tickets using detailed format. 9. To utilize prefixes and suffix ability to comprehend words.

What examples of art will be used?	<ol style="list-style-type: none">1. A combination of artistic artifacts will be honored from the students in any form, that shows growth and potential , academically as well as personally2. Students have been exposed to various materials ,rare ,as well as recycled things, and are welcome to express themselves in any chosen form and use of materials that shows growth.
What types of technology will be incorporated?	<ol style="list-style-type: none">1. The use of technology that has been used in the course during the year shall be used as well as.2. The use of Cell phones laws in schools are changing , What are the results in Learning?