**Instructional Activities***

**ALL 5 Es WILL NOT BE DONE IN ONE CLASS PERIOD.**

However, an informal assessment must be completed at the end of each class period.

<table>
<thead>
<tr>
<th><strong>Engage (Day 1):</strong></th>
<th><strong>E.Q.:</strong></th>
<th>What facts can you select to show that nesting, herding, plumage displays are favorable characteristics of animal's success in reproduction?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bell ringer:</strong></td>
<td><strong>Notes/Graphic Organizer:</strong> Compare Learned vs Innate Behaviors, Types of communication and societal behaviors; analyze and distinguish examples of learned/innate behaviors</td>
<td></td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td><strong>Homework:</strong></td>
<td>behavior vocab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explore (Investigation) (Day 2):</strong></th>
<th><strong>E.Q.:</strong></th>
<th>What facts can you select to show that flower brightness, pollen transfer, hard seed shell are favorable characteristics of animal’s success in reproduction?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bell ringer:</strong></td>
<td><strong>Notes/Graphic Organizer:</strong></td>
<td>Categorize examples as learned/innate. How do these behaviors affect animal reproduction?</td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td><strong>Homework:</strong></td>
<td>Animal Behavior Stations – students will travel to different stations and have 5 minute intervals to complete different activities on animal behavior (watch video, read article, category sort, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explain (Day 3):</strong></th>
<th><strong>E.Q.:</strong></th>
<th>What evidence of animal pollination from odor attracting birds show success in plant and animal reproduction?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bell ringer:</strong></td>
<td><strong>Activity:</strong></td>
<td>TEST – Plant/Animal Reproduction &amp; Behavior</td>
</tr>
<tr>
<td><strong>Homework:</strong></td>
<td><strong>Homework:</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Extend (Day 4):</strong></th>
<th><strong>E.Q.:</strong></th>
<th>Can you analyze data in research that justifies how an external phenomenon such as weather and selective breeding influence growth of an organism?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bell ringer:</strong></td>
<td><strong>Activity:</strong></td>
<td>What is selective breeding?</td>
</tr>
<tr>
<td><strong>Homework:</strong></td>
<td><strong>Homework:</strong></td>
<td>complete background research if not completed in class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluate (Day 5):</strong></th>
<th><strong>E.Q.:</strong></th>
<th>Can you predict the outcome of possible causes of your analysis of the phenomenon and predict patterns?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bell ringer:</strong></td>
<td><strong>Activity:</strong></td>
<td>1. What patterns do you see as you analyze and interpret your data? 2. Based on the data you found, what prediction(s) can you make about how environmental conditions or genetic factors influence the growth or organisms? Visit the Web sites listed on MOODLE to find more information that you can use to create a blog post about how environmental conditions and genetics influence an organism’s growth.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Homework:</strong></td>
<td>Major grade – project (see rubric on MOODLE)</td>
</tr>
</tbody>
</table>

| **Vocabulary:** | Cause and effect, Characteristics, Behaviors, Specialization, Probability, Evidence, Validity, Reliability, Relevance, Probability, Reproduction, Scientific Reasoning |
| **Materials Needed:** | Thursday/Friday: BYOD |
| **Homework:** | Monday: behavior vocab  Tuesday: study guide  Thursday: Complete research |

**Learning Strategies**
- To check box, highlight box and right-click; choose Properties and then choose Checked or copy & paste a checked box
  - KWL or Anticipation Guide
  - Vocabulary Strategy (Frayer Model or Concept of Definition or ____________________________)
  - Reciprocal Reading
  - Other reading strategy________________
  - QAR
  - Graphic Organizer/Concept Map
  - Cornell Notes/Two Column Notes
  - Expository Writing
  - Higher Order Questioning
  - Think-Aloud
  - Modeling
  - Cooperative/Collaborative Learning Groups
  - Think, Pair, Share
- ____________________________

**ESOL Strategies**
- Paraphrase; simplify grammatical structure of sentences; summarize sections; highlight or underline key words
- Pronounce words clearly; explain meanings; model key or difficult words in context
- Teach study skills, use of textbook structure, scanning technique
- Ask students to perform simple tasks and observe their understanding
- Use manipulative materials, hands-on activities, and multimedia materials to support content
- Provide alternative instruction via computer-assisted instruction or tutoring
- Provide alternative assessment such as drawing diagrams or demonstrating
- ____________________________

**ESE**
- Provide accommodations per IEPs

**AVID Strategies**
- SQ3R for reading
- Socratic Seminar to discuss a reading
- Philosophical Chairs discussion
- Developing written procedures

**Response to Intervention (RtI) and Florida Continuous Improvement Model (FCIM)**
- Assess individual student progress daily
- Provide remediation or enrichment

***Teacher should be able to identify where students are reading, writing, listening, and speaking within this lesson plan.***

DCPS Science Department 10/13/09
# Weekly Lesson Plan

**Teacher(s):** Rachel Cazalas/ Cheryl Gavin  
**Subject:** Math - 7 Advanced  
**Week Of:** Nov 28, 2016 - Dec 02, 2016 (Wk. 16)

## Learning Objectives:

**Using function tables and graphs and determine whether a set of data is continuous or discrete.**

**Understanding the connections between lines, and linear equations.**

8. F.1 Understanding that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

8. F.3 Interpret the equation \( y = mx + b \) as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

8. F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two \((x, y)\) values, including reading these from a table or from a graph.

**Assessment:** (on-going visual and auditory)

- Daily Questioning Strategies
  - Thumbs up/Down (Agree/Disagree)
  - Can you add to that?
  - What other ways....?
  - How can you prove/explain to someone else?
- Daily Group discussion of EQ.
- Review Hmk Problems
- Check Classwork for correctness (I Do)
- Re-voicing for clarity of understanding
- ASPIRE Questions (discussion/understanding)

## Texts/Materials/Resources

- Smart board with on line text book
- Individual white boards/Interactive Notebook
- On line websites/manipulatives

## Wrap-Up/ Reflection:

Re-visit Problem of the day (POD with impact for fluency test/ or ASPIRE)

**Days may differ for Math Component work on Excel per teacher**

**Math Component of Science Project Due Next Tuesday: 12/06/16**

## Topics: Linear Functions

### Monday:

Math Component: Looking at data from Science Fair project and learning how to create a graph for project.

### Tuesday:

POD (Y): Fractions-fluency review ~10 min  
Review of quiz:  
(I Do) Develop Concept Linear Functions: (p. 295)  
(We Do) Examples and Check:  
(You Do) Hmk. - 301: 1-4

### Wednesday:

POD (Y): Fractions-fluency review ~10 min  
Hmk review  
(I Do/We Do) Group examples on functions; developing the talk moves with checks for understanding  
(You Do) Class work on functions (Teacher assessing)  
(You Do) Hmk – p.303:11-15

### Thursday:

POD (Y): Fractions-fluency review ~10 min  
Hmk review  
(I Do/We Do) Review for Chapter 4.1-4.4 test:  
(We Do) Examples and Check:  
Hmk: Study for test (L 4.1-4.4)

### Friday:

Test: Lessons: 4.1- 4.4  
Hmk: Begin preparing for EQT test

**Exit Slip: Fractions**

## Essential Question/CCSS/Vocab:

**EQ:** How to make a bar or line graph on excel?  
**CCSS – NA/ Vocab: NA**

**EQ:** How can you use the function table to graph a function?  
**CCSS – 8.F.1, 8.F.3, 8F.4**  
**Vocab** linear function, function table, independent variable, dependent variable, input, output, continuous data, discrete data

**EQ:** What are the four ways a function can be represented? (words, ordered pairs, graph, table)  
**CCSS – 8.F.1, 8.F.3, 8F.4**  
**Vocab** linear function, function table, independent variable, dependent variable, input, output, continuous data, discrete data

**EQ:** How can functions be used to solve real-world situation?  
**CCSS – 8.F.1, 8.F.3, 8F.4**  
**Vocab** linear function, function table, independent variable, dependent variable, input, output, continuous data, discrete data

**EQ:** What is the difference between the set of discrete data and continuous data?  
**CCSS – 8.F.1, 8.F.3, 8F.4**  
**Vocab** linear function, function table, independent variable, dependent variable, input, output, continuous data, discrete data
# Explanation of 5 Es Science Lesson Plan

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Course: 7th Grade Physical Science</th>
<th>Date(s): September 26-30</th>
</tr>
</thead>
</table>

**Essential Question and Learning Outcome:** How are magnets and electricity related?

**Alabama Course of Study: 8.12**
Construct an argument from evidence explaining that fields exist between objects exerting forces on each other (e.g., interactions of magnets, electrically charged strips of tape, electrically charged pith balls, gravitational pull of the moon creating tides) even when the objects are not in contact.

**Literacy Benchmarks:**
- ALCOS Literacy #2 Determine the central ideas or conclusions of a text, provide an accurate summary of the text distinct from prior knowledge or opinions.
- ALCOS Writing #1b: Write arguments focused on discipline-specific content. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

### Instructional Activities***

#### Bellringers—practice problems selected daily (see Lesson Plans in Instructional Guide) and written on board or displayed on SMART Board

### Engage:
- 9/26 What makes the blades on a fan turn? Compare to like charges repelling. Define attraction and repulsion. Give other examples of electromagnets.

### Opening:
- Take a wire and wrap it around an iron core (like a nail). Show the result on the document camera. Discuss the flow of charges and how they build up and create a magnetic field. Use a compass to demonstrate the flow of charges.

### Explore (Investigation): 9/26
- Explore a needle floating in water to show how a compass works. Compare temporary magnets to permanent magnets.
- Discuss how electromagnets are used daily in our lives; List appliances and devices that use electromagnets

### Explain: 9/27

Explain how electromagnets work. Show some electronics that have been taken apart with electromagnets inside.

- Read pages 727-731; Work in small groups to write review questions about electromagnets; Identify main idea and essential vocabulary

### Extend: 9/28
- Explain how rollercoasters use magnets to operate.
- Build a simple electric motor using a battery, coil of wire, magnets (see page 731 in textbook) Students try to make it work with little explanation—talk it out and experiment.
- Test Electricity Game Board projects and troubleshoot if games do not work.

### Evaluate (Method):
- 9/29
  - Test on Chapter 19 and 20—Electricity and Magnetism
  - Electricity Quiz Game due Tuesday 9/27 (requirements and rubric given out—project due in two weeks)
  - Science Fair Proposal Forms due Thursday 9/29

**Vocabulary:** attraction, repulsion, electromagnetic force, magnetic forces, electromagnet

**Materials Needed:** batteries, wires, light bulbs, coils of wire, magnets

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**Learning Strategies**
- To check box, highlight box and right-click; choose Checked or copy & paste a checked box
- Vocabulary Strategy (Frayer Model or Concept of Definition or __________)
- Reciprocal Reading
- Other reading strategy __________
- QAR
- Graphic Organizer/Concept Map
- Cornell Notes/Two Column Notes
- Expository Writing
- Higher Order Questioning
- Think-Aloud
- Modeling
- Cooperative/Collaborative Learning Groups
- Think, Pair, Share

**ESOL Strategies**
- Paraphrase; simplify grammatical structure of sentences; summarize sections; highlight or underline key words
- Pronounce words clearly; explain meanings; model key or difficult words in lesson
- Teach study skills, use of textbook structure, scanning technique
- Ask students to perform simple tasks and observe their understanding
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- Provide alternative assessment such as drawing diagrams or demonstrating

**ESE**
- Provide accommodations per IEPs

**AVID Strategies**
- SQ3R for reading
- Socratic Seminar to discuss a reading
- Philosophical Chairs discussion
- Developing written procedures
Homework: Electricity Project due Tuesday

Response to Intervention (RtI) and Florida Continuous Improvement Model (FCIM)

- Assess individual student progress daily
- Provide remediation or enrichment

***Teacher should be able to identify where students are reading, writing, listening, and speaking within this lesson plan.
Lesson Plan

Question: Is a song a poem?

Objective: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other sounds in a specific verse or stanza of a poem (CCRS: RL.7.4); analyze how a poem's structure contributes to its meaning (CCRS: RL.7.5)

Bell Ringer: Review notes on rhyme scheme, imagery, figures of speech, symbolism and theme

Activities: A. Stations-
Station #1: 6 copies of a biography of Van Gogh (read)
Station #2: 6 books of Van Gogh's paintings (view)
Station #3: Slides of Van Gogh's self portrait on a laptop (watch)
Station #4: 6 copies of Don McLean's "Starry, Starry Night" (read)
Station #5: Listen and watch Don McLean's poem "Starry, Starry Night" with words superimposed on Van Gogh's paintings
After spending 5 minutes at each station:

B. Descriptive words- ask each group for 1 word to describe the emotion they felt after visiting each station—(put on easel)

C. Group activity
In groups, but on students own paper:
1. Summarize the poem—2 to 3 sentences only, be objective (3rd person POV).
2. Paraphrase—in your own words explain what the poet was saying i.e. the meaning, the message
3. Analyze—analyze this poem for form (number of stanzas, number of lines in each stanza) and rhyme scheme

Ex: I how you find 3 poetic devices (see your notes)

The next day we will discuss and share all of the responses —

Preparation: I set up the room into 5 stations with 6 student desks in each station;
Each station was provided with the materials listed above

The function of this lesson was to create student involvement in the lesson, high interest, and show how songs are really just poems set to music, and they contain all the elements of poetry.
“Starry, Starry Night”

ACTIVITY

In your group and on a padlet, do the number task that corresponds to your group number:

1. SUMMARIZE the poem “Starry, Starry Night”
   Remember: 2-3 sentences only and be objective (3rd person point of view).

2. PARAPHRASE: In your own words explain what the poet was saying—the meaning, the message.

3. ANALYZE the poem for form (#of stanzas and # of lines in each) and rhyme scheme.

4. FIND 3 poetic devices (see your notes).

5. CREATE: diamante or concrete representation of the poem.
### Essential Question and Learning Outcome:
- **How can scientists classify stars?** How do stars' form? How does its mass affect its evolution?
- **Why do we see different patterns of stars in the night sky throughout the year?**

### NGSSS Standard:
Construct models and use simulations (e.g., diagrams of the relationship between Earth and man-made satellites, rocket launch, International Space Station, elliptical orbits, black holes, life cycles of stars, orbital periods of objects within the solar system, astronomical units and light years) to explain the role of gravity in affecting the motions of celestial bodies (e.g., planets, moons, comets, asteroids, meteors) within galaxies and the solar system.

### Instructional Activities

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity Details</th>
</tr>
</thead>
</table>
| **Monday, January 30** (Schedule D) | Engage and Explain  
Bell ringer: When you go outside at night, list some things you see.  
Activity: Star notes, Film with questions  
Assessment: Participation in lecture and accuracy on questions from film |
| **Tuesday, January 31** (Schedule E) | Explain  
Bell ringer: On SMART board from Textbook  
Activity: Complete notes and create timeline of lifecycle of star  
Assessment: Accuracy on timeline |
| **Wednesday, February 1** (Schedule F) | Elaborate  
Bell ringer: On SMART Board from text book  
Activity: Nearpod, Kahoot, CLOSE read and Chart or life cycle of star  
Assessment: Proficiency on Nearpod activity |
| **Thursday, February 2** (Schedule G) | Evaluation  
Bell ringer: Prepare answer document  
Activity: Test on Stars  
Assessment: Proficiency on Test |
| **Friday, February 3** (Schedule A) | Elaborate  
Bell ringer: Gather materials needed to complete assignment with sub  
Activity: Textbook and workbook pages. Ed helper page from solar system  
Assessment: Completion of activities given |

### Learning Strategies
- KWL or Anticipation Guide
- Vocabulary Strategy (Frayer Model or Concept of Definition or _________________)
- Reciprocal Reading
- Other reading strategy
- QAR
- Graphic Organizer/Concept Map
- Cornell Notes/Two Column Notes
- Expository Writing
- Higher Order Questioning
- Think-Aloud
- Modeling
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- Think, Pair, Share
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### ESE
- Provide accommodations per IEPs

### AVID Strategies
- SQ3R for reading
- Socratic Seminar to discuss a reading
- Philosophical Chairs discussion
- Developing written procedures
- _________________

### Response to Intervention (RtI) and Florida Continuous Improvement Model (FCIM)
- Assess individual student progress daily
- Provide remediation or enrichment

---

### Vocabulary:
- Magnitude, apparent magnitude, absolute magnitude, Stellar Nebula, Protostar, Main Sequence, Blue Giant, Red Giant, Red Supergiant, Planetary Nebula, Supernova, White dwarf, black dwarf, Neutron Star, Black hole, Nuclear Fusion, constellation

### Materials Needed:
- Homework:
### Big Idea
The rise of aggressive totalitarian governments led to the start of WWII.

### US History

<table>
<thead>
<tr>
<th>Monday 01/23/2017</th>
<th>Tuesday 01/24/2017</th>
<th>Wednesday 1/25/2017</th>
<th>Thursday 1/26/2017</th>
<th>Friday 1/27/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments</strong></td>
<td><strong>Assignments</strong></td>
<td><strong>Assignments</strong></td>
<td><strong>Assignments</strong></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td>Bellwork: Totalitarianism- Nazi Rise Chart</td>
<td>Bellwork: What were the two attacks on the US that have led us into war?</td>
<td>Bellwork: What will be the war on the homefront and project instruction review?</td>
<td>Bellwork: What will be the war on the homefront and project instruction review?</td>
<td>Bellwork: Map WWII</td>
</tr>
<tr>
<td>Notes on Sec. 1- Rise of Totalitarianism -Chart of Leaders</td>
<td>Pearl Harbor-video, mapping, reflection (DI,GP,IP)</td>
<td>Bellwork: War on the home front; Changes - Connect to WWI</td>
<td>Bellwork: War bonds &amp; victory gardens; rationing</td>
<td>Discuss Sec. 3 S/N- War in Europe &amp; N. Africa; Notes (DI/GP)</td>
</tr>
<tr>
<td>StrataLogica-Map of German Expansion and Atlas Work (IP)</td>
<td>- Map- US Enters the War (IP-Groups)</td>
<td>Discuss Sec. 2 S/N- War on home Front Annotate (GP/IP)</td>
<td>Quiz on Sec. 2 (DI)</td>
<td>Quiz Sec. 3 (IP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>War in Mobile/AL (DI/GP/IP)</td>
<td>Primary Source analysis/SPEC (DI/GP)</td>
<td>Chart of Leaders (IP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>War in Mobile/AL (DI/GP/IP)</td>
<td>War in Mobile/AL (DI/GP/IP)</td>
<td>StrataLogica-Allied Advance! (GP/IP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>War in Mobile/AL (DI/GP/IP)</td>
<td>Moodle interactive chat</td>
<td></td>
</tr>
</tbody>
</table>

### PRIORITY STANDARDS

<table>
<thead>
<tr>
<th>ALCOS: 6.0 Identify causes and consequences of World War II and reasons for the United States’s entry into the war. 7.0 Identify changes on the American home front during World War II.</th>
</tr>
</thead>
</table>

### SUPPORTING STANDARDS

- **ALCOS Standards**
  1. Locating on a map Allied countries and Axis Powers
  2. Locating on a map key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge
  3. Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, Hideki Tojo
  4. Describing the development of and the decision to use the atomic bomb
  5. Describing the human costs associated with World War II
  6. Explaining the importance of the surrender of the Axis Powers ending World War II

- **SUPPORTING STANDARDS**
  1. Recognizing and the retooling of factories from consumer to military production.
  2. Identifying new roles of women and African Americans in the workforce.
  3. Describing increased demand on the Birmingham steel industry and Port of Mobile facilities.
  4. Describing the experience of African Americans and Japanese Americans in the United States during World War II, including the Tuskegee Airmen and occupants of internment camps.

- **CCRS:** 4. Determine the meaning of words and phrases as they are used in text, including vocabulary.
<table>
<thead>
<tr>
<th>Homework</th>
<th>Quiz on Sec. 1 Tomorrow</th>
<th>Read, Annotate and mark Sec. 2 Quiz</th>
<th>Hwk: Read, mark, annotate and answer margin questions Sec. 2 Ch. 11 ; Quiz</th>
<th>Hwk: Read, mark, annotate and answer margin questions Sec. 3 Ch. 11 ; Quiz</th>
<th>Hwk: Have a Great Weekend</th>
</tr>
</thead>
</table>

**Essential Question:** How did the economic instability lead to the rise of totalitarian governments in Europe? What were the causes of World War II?

Maniatis Lesson Plans French I (8th Grade)
“Bien dit” Chapter 7

Day 7:

1. Warm Up: Review demonstrative articles on board with chart
2. Have students do ex. 8 on p. 227 as Bell Ringer (If this exercise has already been completed, put a comparable exercise on the board.)
3. Repeat lire/écrire by writing them on the board.
   a. Go over the conjugation with choral repetition
   b. Have students write 6 original sentences (3 with lire/3 with écrire). They must use different subject pronouns for each sentence.
   c. Read the sentences out loud
4. Introduce interrogatives on p. 226
   d. There are several words in French for “what.” What word have you been using up until now: Qu’est-ce que?
   e. When “what” can be translated as “which,” you must use the following

   Quel garçon?     Quelle fille?
   Quel garçons?    Quelles filles ?


What do you lose? What do you want? What do you serve?

What is the problem? The date? The name? your favorite day?

   f. Also use a form of « quel » when the verb « être” follows:

   Quelle est la date?
   Quel est ton cours préféré ?
   Quelle est ta couleur favorite

   g. A form of « Quel » can also be used to express surprise.

   Quelle jolie robe!
   Quels gens stupides!


5. Do ex. 12 & 14 on pp. 228-229 & correct
6. Begin reviewing geography worksheet

Objectifs/SWBAT:
1. Identify and apply the demonstrative adjectives.
2. Identify and apply the demonstrative adjectives.

Lesson Plans French I (8th Grade)
“Bien dit” Chapter 7
Day 8:


2. Review quel vs. qu’est-ce que/qu’ vs. quel + est/sont & demonstratives with translations on the board.
   - What dress are you wearing ?
   - What are you wearing?
   - What a beautiful dress!
   - What is your favorite dress?
   - What are your favorite dresses.
   - I like this dress but I’m buying that dress.

3. Do ex. 9, 13,15 on pp. 227-229

4. Read geography worksheet and answer as many questions as possible from the worksheet.

Objectifs/SWBAT:

1. Identify and apply the demonstrative adjectives.
2. Identify and apply the demonstrative adjectives.
3. Conjugate & identify meaning of lire, écrire, partir, sortir, dormir.
4. Identify countries and bodies of waters surrounding France.
5. Identify 5 major rivers and mountain chains of France.
6. Compare the size of France with that of the U.S.
7. State France’s population.
8. State France’s area in square miles.
9. Explain the importance of the Gulf Stream in moderating France’s climate.
10. Identify characteristics of France’s mountain chains and rivers.
11. Identify the historical importance of the island of Corscia.
Lesson Plans French I (8th Grade)
“Bien dit” Chapter 7

Day 9:

1. View Grammavision to review for quiz
2. Give quiz on demonstratives and interrogatives pp. 226-228
3. Finish geography worksheet
   a. Finish reading
   b. Finish answering the questions
   c. Do ex. A, B, C, D on worksheet
4. Explain format of quiz on Monday (30 pts)
   a. Label a map with word bank: surrounding countries, surrounding bodies of water, mountain chains, rivers.
   b. Fill in blanks from a word bank: population, area, highest peak, compare France with what U.S. state, Gulf Stream, questions about rivers, mountains, bodies of waters and bordering countries, importance of Corsica.
5. If time permits, dictate questions on Les Korrigans.

Objectifs/SWBAT:

3. Identify and apply the demonstrative adjectives.
1. Identify and apply the interrogative adjectives.
2. Conjugate & identify meaning of lire, écrire, partir, sortir, dormir.
3. Identify countries and bodies of waters surrounding France.
4. Identify 5 major rivers and mountain chains of France.
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9. Identify characteristics of France’s mountain chains and rivers.
10. Identify the historical importance of the island of Corscia.
11. Answer questions about a reading passage.

Questions à dicter sur Les légendes bretonnes (pp. 370-371)

1. Qui sont les korrigans ?
2. Qui est Odin ?
3. Pourquoi est-ce qu’Odin n’est pas content ?
4. Qu’est-ce que les korrigans aiment faire ?
5. Quel est le défaut des korrigans ?
6. Comment est-ce qu’on peut éviter des problèmes avec les korrigans ?
Lesson Plans French I (8th Grade)
“Bien dit” Chapter 7

Day 10:

1. Review for geography quiz by asking questions related to the map on the wall.
2. Take map down and give quiz (30 pts.)
3. Introduce the verb “mettre”
4. Students turn to p. 230 and conjugate the verb once they have turned in quiz.
5. Introduce the verb with worksheet
   a. Put the verb on the board
   b. Choral repetition/ elicit meaning
   c. Pattern recognition? Does it resemble any other verb
   d. Go over the meanings of mettre & like verbs with examples on the board.
      - Je mets mon mon sac à dos par terre. (put)
      - Je mets mon uniforme pour aller à l’école. (put on)
      - Je mets la télé après mes devoirs. (turn on an appliance)
      - Je mets la table avant de manger. (set the table)
      - Je mets 30 minutes pour arriver chez moi en bus. (take time)
      - Je remets mon devoir à demain. (put off)
      - Je promets à mes parents de faire mes devoirs. (promise)
      - Mes parents me permettent de sortir. (to allow)
6. Begin worksheet

Objectifs/SWBAT:

1. Identify and apply the demonstrative adjectives.
4. Identify and apply the interrogative adjectives.
1. Conjugate & identify meaning of lire, écrire, partir, sortir, dormir.
2. Identify countries and bodies of waters surrounding France.
3. Identify 5 major rivers and mountain chains of France.
4. Compare the size of France with that of the U.S.
5. State France’s population.
6. State France’s area in square miles.
7. Explain the importance of the Gulf Stream in moderating France’s climate.
8. Identify characteristics of France’s mountain chains and rivers.
9. Identify the historical importance of the island of Corscia.
10. Identify meaning and conjugate mettre and like verbs.
<table>
<thead>
<tr>
<th>Monday: 1/30</th>
<th>Test: Algebraic Expressions</th>
<th>Tuesday: 1/31</th>
<th>Combining Like Terms</th>
<th>Wednesday: 2/1</th>
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<th>Thursday: 2/2</th>
<th>Adding Linear Expressions</th>
<th>Friday: 2/3</th>
<th>Subtracting Linear Expressions</th>
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<td>#POD / Good Things, Check JP3 #Practice Together - NB #13 Notes and Examples on Combining Like Terms, Group Stations #Independent Practice - page 390 Problems 1-5 #Exit Question and Quote</td>
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<td><strong>Activities:</strong></td>
<td>#POD / Good Things, Check HW #Practice Together - Quiz on Adding Like Terms #Independent Practice - Page 407 problems 1-9 #Exit Question and Quote</td>
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**HW**

- Complete Journal Problem 3
- Page 391 problems 1-7 and Page problems 12-14
- Page 394 problems 32-40
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- None
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### Big Idea: Europe: WWI, WWII, Cold War, Fall of Communism

### Essential Question:
- How did Europe extend its influence around the world?
  - Colonies & Nationalism
- Bell Ringer: Page 277 – Map Lab
  1. Which empires ruled much of Europe in 1914?
  2. What geographic factors allowed some countries to remain neutral?
    - German Empire, Austria-Hungary, Russia, Ottoman Empire
    - Mountains, water barriers – North Sea & Baltic Sea

### Direct Instruction “I Do” – Teacher Led –
- Power Point – WWI, WWII, Cold War, Fall of Communism

### Guided Practice “We Do” –
- Take Notes - Discuss Questions

### Independent Practice: “You Do” –
- Page 281 – Interpret Table
  1. How much railway trace did the German build between 1840 and 1880? Why the increase?
  2. What does the chart suggest about the level of industrialization between France and Spain even though their countries are about the same size?
    - 22,749 miles of track. Transportation of people and goods
    - France was much more developed industrially
<table>
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# Clark-Shaw Magnet School
## Lesson Plans 2016-2017

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<th>Quarter: 3</th>
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### Big Idea:
Languages, Cultures, Art, Music, Literature & Food of Europe

### Essential Question:
- How is the diversity of Europe reflected in its cultural achievements?
- Dialects reflect the many ethnic groups
- Renaissance artists inspired by Ancient Greece & Rome
- Opera is important in Europe
- Literature: Greek & Roman, Shakespeare, The Novel, Enlightenment Thinkers
- European Food – French Chefs

### Bell Ringer: Page 286, 288, 289, 290

1. What about the Mona Lisa might account for its popularity?
2. What kind of mood is conveyed in the painting “Impression Sunrise”?
3. What details in the painting of Don Quixote suggest that the novel is a comedy?
4. Based on the photo on pg 290, how would you describe an English wedding in the 1800s?

### Direct Instruction “I Do” – Teacher Led – Chapter 10 Europe Today - Culture

### Guided Practice “We Do” – Notes and discussion time

### Collaborative Practice: “You Do Together” Page 300 Interpret Maps

1. Where do most Protestants live in Europe? Where do most Catholics live?
2. What challenges might a minority religion face in a country?
- Protestants – Northern Europe/ Catholics – Southwestern Europe
- Possibly discrimination

Independent Practice: “You Do” – Quiz Sheet Chapter 10- Section 1

<table>
<thead>
<tr>
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<th>Closure: Current Events involving Europe (Immigration) (Ukraine)</th>
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**Lesson Plans 2016-2017**

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**Big Idea:** The European Union, Impact of the Euro, Democracy in Eastern Europe & Changing Demographics.

**Essential Question:**
- What are the costs and benefits of European unification?
  - They have to bail each other out of debt
  - They have to agree to take in immigrants
  - They have each other’s backs
  - It promotes democracy

**Bell Ringer: Page 298- Bar Graph**
1. From which two continents has the immigrant population in Europe primarily come?
2. Why might immigrants resist assimilation?
   - Asia & Africa
   - They may not want to give up their religion & their culture

**Direct Instruction “I Do”** – Teacher Led – Chapter 10 Europe Today – European Union

**Guided Practice “We Do”** – Notes and discussion time

**Collaborative Practice: “You Do Together”**
- Review of Chapter 9 & 10 – European History/ Europe Today

**Independent Practice: “You Do”** – Quiz Sheet Chapter 10- Section 2
<table>
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## Clark-Shaw Magnet School  
### Lesson Plans 2016-2017

| Teacher: C. Neese  
| Subject: World Geo  
| Unit: Chapter 10  
| Quarter: 3  
| Date: March 9, 2017 |

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### Big Idea: TEST on Europe

### Essential Questions:
- How did Europe’s physical geography encourage interaction with other regions?
- How did European thought shape Western Civilization?
- How did Europe extend its influence around the world?
- How is the diversity of Europe reflected in its cultural achievements?
- What are the costs & benefits of European unification?

### Bell Ringer: Review for TEST

### Direct Instruction “I Do” – Teacher Led – Review

### Guided Practice “We Do” – Current Events

### Independent Practice: “You Do” – TEST

| Check for Understanding  
| Grade TESTS  
| Closure:  
| Current Events involving Europe  
| Essential Vocabulary  
| Chapter 10  
| Dialect  
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### Big Idea: Practice for EQT and Aspire by using DBQs and Close Reading

### Essential Question:

### Bell Ringer: Page 61 – Reading Lab
1. What is the difference between a monotheistic religion and a polytheistic religion?
2. How are Hinduism and Buddhism similar?
3. What major religions are found in the area around the eastern Mediterranean Sea?

### Direct Instruction “I Do” – Teacher Led – Questions on Close Reading

### Guided Practice “We Do” – Discuss Close Reading
- According to Sylvia Earle, what challenges do our oceans face?

### Independent Practice: “You Do” - Close Read: Exploring the World’s Oceans with Sylvia Earle – Page 54-55

#### Answer Questions:
1. What does Sylvia Earle hope to accomplish through the Mission Blue program?
2. How has human activity affected the world’s oceans?
| Check for Understanding | Closure: Remind about EQT preparation (Pencils) (Practice Reading) | Essential Vocabulary
Marine Life
Marine Protected Areas (MPA) |