

**Worksheet 5-5—
Lesson Plan
Format**
(adapted with permission)

Subject: Life Science	Teacher: Norma Johnson/ Sonja Humphries
Lesson Name: Energy Resources	Location: Jerome Middle School
Class: 7 th Grade	Unit Context: Research
Date:	

<p>Activities</p> <p>Mrs. Humphries will instruct students in how to use LiLI-databases and brainstorm a list of effective search terms</p> <p>Students will independently use listed search terms to locate information on sources of energy</p> <p>Using a graphic organizer, students will record relevant bits of information</p>	<p>Big6™ Skills Task Definition: Students will research sources of energy on LiLI.org (3-5 sources must be used)</p> <p>ISS: Brainstorm sources of info</p> <p>LA: Determine which sources they will use</p> <p>U of I: Students will represent located information in graphic organizers and list of 3-5 resources</p> <p>E: rubric, graphic organizer, list of 3-5 resources (works cited)</p>	<p>Idaho Science Standards</p> <p>Personal and Social Perspectives; Technology Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them</p> <p>7.S.5.3.1 Identify alternative sources of energy.</p>
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Learning Context: Students will research sources of energy and determine best sources of information. Then students will create a graphic organizer.

Materials/Resources: Computer Lab., Librarian, graphic organizers

Evaluation: completed graphic organizer that meets rubric requirements

Worksheet 5-5— Lesson Plan Format

(adapted with permission)

Subject: Life Science	Teacher: Norma Johnson/ Sonja Humphries
Lesson Name: Compare and Contrast	Location: Jerome Middle School
Class: 7 th Grade	Unit Context: Group discussion
Date:	

Activities	Big6™ Skills	Idaho Science Standards
<p>In groups, students will share their graphic organizers and discuss their findings</p> <p>Students will identify the characteristics of renewable energy and of nonrenewable energy</p> <p>Students will discuss and determine where energy comes from, how it is captured and how it is replenished</p> <p>Each group will create a T-chart showing which energy resources are renewable, and which are nonrenewable, including responses to these questions they discussed: Where does energy come from? How is the energy captured? How is the energy replenished?</p>	<p>TD: Student will compare and contrast renewable and nonrenewable energy resources</p> <p>UI: In pairs or small groups, students will use their research organizers to determine which resources are renewable and which are nonrenewable</p> <p>S: Students will create a T-chart showing renewable and nonrenewable resources and include responses to these questions: Where does energy come from? How is the energy captured? How is the energy replenished?</p> <p>E: T-chart</p>	<p>Personal and Social Perspectives; Technology Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them 7.S.5.3.1 Identify alternative sources of energy.</p>

Learning Context:

In pairs or small groups, students will use their research organizers to determine which resources are renewable and which are nonrenewable. Students will create a T-chart showing renewable and nonrenewable resources and include responses to the questions

Materials/Resources: Student's graphic organizers, T-chart with questions.

Evaluation: T-chart

Notes:

**Worksheet 5-5—
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Subject: Life Science	Teacher: Norma Johnson/ Sonja Humphries
Lesson Name: Energies Explored	Location: Jerome Middle School
Class: 7 th Grade	Unit Context: Alternative Energies
Date:	

<p>Activities</p> <p>In the computer lab, students will discuss best sources and brainstorm best search terms</p> <p>Student will use the LiLI databases to find information on alternative energy resources being explored worldwide</p> <p>Students will organize their information in one of the following formats: poster, PowerPoint, speech</p>	<p>Big6™ Skills</p> <p>TD: Using the LiLI-databases, students will research alternative energies being explored worldwide. The teacher will explain the expected outcome, using a rubric. Students will have a choice of presentation methods</p> <p>ISS: Students will discuss best sources for research and brainstorm best search terms</p> <p>LA: In the LiLI-databases, determine which sources to use</p> <p>UI: Students will extract relevant information pertaining to alternative energies being explored worldwide</p> <p>S: Students will create either a poster, PowerPoint presentation, or a speech</p> <p>E: self-reflection and rubric</p>	<p>Idaho Science Standards</p> <p>Personal and Social Perspectives; Technology Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them 7.S.5.3.1 Identify alternative sources of energy.</p>
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Learning Context:

Students will discuss best sources for research and brainstorm best search terms. Using the LiLI-databases, students will research alternative energies being explored worldwide. Students will create either a poster, PowerPoint presentation, or a speech.

Materials/Resources: Computer lab.

Evaluation: self-reflection, presentation rubric

Notes:

**Worksheet 5-5—
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Subject: Life Science	Teacher: Norma Johnson/ Sonja Humphries
Lesson Name: Family Plan	Location: Jerome Middle School
Class: 7 th Grade	Unit Context: Independent work
Date:	

<p>Activities</p> <p>Students will listen and interact with CSI professors</p> <p>Students will jot simple notes</p> <p>Students will review notes and develop a conservation plan for their family (a checklist will be provided)</p>	<p>Big6™ Skills</p> <p>TD: Students will develop a plan on how to cut down on energy use at the student’s home</p> <p>UI: Professors of Environmental Science from College of Southern Idaho will address conservation issues in a classroom presentation</p> <p>S: Using what they learned from the professors, students will develop a plan on how to conserve energy in their own home</p> <p>E: the student’s plan (checklist, or journal entry)</p>	<p>Idaho Science Standards</p> <p>Personal and Social Perspectives; Technology Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them</p> <p>7.S.5.3.1 Identify alternative sources of energy.</p>
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Learning Context:

Students will develop a plan on how to cut down on energy use at the student’s home

Materials/Resources: home conservation checklist,

Evaluation: completed home conservation plan