

Subject: Science	Teacher: Janine Remington
Lesson Name: Energy vs. Location	Location: Middleton Middle School
Class: 7 th Grade	Unit Context: Identifying Different Forms of Energy
Date: 3/20/09	

<p>Activities</p> <ul style="list-style-type: none"> -Brainstorming, -Teacher Presentation with - PowerPoint, -Note-taking, -Discussions with peers, -Visit library, -Librarian teaches students how to use alternative resources for information gathering, -PowerPoint presentation by students, -Create Study guide, -Write a paper, -Cite sources, -Use students words. 	<p>Big6™ Skills</p> <p>Task Definition – What is the best energy source based on geographical location and why? Identify the pros and cons of these energy sources based upon geographical location.</p> <p>Information Seeking Strategies – Teacher presented information, Textbook, Internet, Periodicals (LiLI), Books.</p> <p>Location and Access - Find information using the materials listed above and show the teacher. Utilize the library and school librarian in locating sources. Find books using call numbers.</p> <p>Use of information – Reading, Organize data into graph or chart, Cite sources correctly, Participate in teacher appointment with groups to discuss progress thus far making sure everyone is on the right track.</p> <p>Synthesis – Each group is to create a PowerPoint presentation, Make a cumulative Study guide for the other students to follow along and take notes on during the PowerPoint, Complete a one page written paper identifying the energy source they chose for their assigned geographical location including its pros and cons. The writing assignment will tie in with their Language Arts goals concerning format, Math goals tied to their graph or chart, and Social Studies goals tied to various geographical locations they have studied.</p> <p>Evaluation – Rubric, anonymous peer evaluation.</p>	<p>Idaho Science Standards</p> <p>Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations</p> <p>Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>Goal 2.2 Understand Concepts of Motion and Forces</p> <p>Goal 4.1 Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth's Systems</p> <p>Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced</p> <p>Goal 5.2: Understand the Relationship between Science and Technology</p> <p>7.S.5.3.1 Identify alternative sources of energy. (641.03.a)</p>
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Learning Context:

Question: What is the best alternative Energy Source based upon geographical location?

Know: Conventional and alternative forms of energy.

Know the pros and cons of each energy source.

Do: Be able to utilize different resource materials, create a PowerPoint presentation and present it, create a study guide to go with their PowerPoint presentation, take notes using a study guides, write a one page paper on their energy source, cite resources correctly, and use their own words.
Be Like: Be critical listeners, think about global issues, be able to make connections between science and technology, explain pros and cons effectively.

Materials/Resources:

School Librarian, School Library, Internet, Teachers PowerPoint presentation, classroom discussions.

Evaluation:

Rubric for Final PowerPoint presentation, Study Guide, and One page written paper, and anonymous peer evaluation.

Notes:

Currently, the textbook we use does not include any information on this subject matter. This would be an extended learning beyond the classroom textbook.

Subject: Science	Teacher: Janine Remington
Lesson Name: Environmental Issues and You	Location: Middleton Middle School
Class: 7 th Grade	Unit Context: Identify Different Environmental Issues and Your Effect On Them
Date: 3/20/09	

<p>Activities</p> <ul style="list-style-type: none"> -Brainstorming, -Teacher Presentation with - PowerPoint, -Note-taking, -Discussions with peers, -Visit library, -Librarian teaches students how to use alternative resources for information gathering, -Poster with a graph or chart of supporting data, -Five minute presentation, -Write a paper, -Cite sources, -Use student's words. 	<p>Big6™ Skills</p> <p>Task Definition – Do your daily actions affect the environment? </p> <p>Information Seeking Strategies – Teacher presented information, Textbook, Internet, Periodicals (LiLI), Books.</p> <p>Location and Access - Find information using the materials listed above and show the teacher. Utilize the library and school librarian in locating sources. Find books using call numbers.</p> <p>Use of information – Reading, Organize data into graph or chart, Cite sources correctly, Participate in teacher appointment to discuss progress thus far making sure student is on the right track.</p> <p>Synthesis – Each student is to create a Poster and give a five minute presentation, Complete a one page written paper including information supporting their daily actions impact or lack their of on the environment. The writing assignment will tie in with their Language Arts goals concerning format, Math goals tied to their graph or chart.</p> <p>Evaluation – Rubric, anonymous peer evaluation.</p>	<p>Idaho Science Standards</p> <p>Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations</p> <p>Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>Goal 4.1 Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth's Systems</p> <p>Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced</p> <p>Goal 5.2: Understand the Relationship between Science and Technology</p>
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Learning Context:

Question: Are your daily actions affecting the environment and to what extent?

Know: If their daily actions affect the environment and to what extent. Understand what might happen if they do nothing to change their actions. And understand what they can do to make needed changes.

Do: Be able to utilize different resource materials and research for information, create a Poster presentation of findings and display information effectively, give a 5 minute verbal presentation explaining their poster and its contents, write a one page paper on their findings, cite resources correctly, and use their own words.

Be Like: Be critical listeners, think about global issues, become informed and motivated citizens within their community, be more conscious decision makers regarding the environment, be able to make connections between science and technology, and articulate findings accurately.

Materials/Resources:

School Librarian, School Library, Internet, Periodicals, Teachers PowerPoint presentation, and Classroom discussions.

Evaluation:

Rubric for Final Poster and presentation, One page written paper. Anonymous peer evaluation.

Notes:

Currently, the textbook we use does not include any information on this subject matter. This would be an extended learning beyond the classroom textbook.