

Unit _____ Course _____ PEAR # _____

EQ:

Unit:

Chapters _____ (Environmental Science for AP), Ch _____ of *The Sixth Extinction* by Elizabeth Kolbert

Grading System Used: Standards Based Grading, 4/3/2/1/0 Proficiency Scale in use

Content / Curriculum Learning Goals:		UN Sustainable Development Goals – Where does this learning fit?
Modality / Literacy Skill Development	Best Practices (Instructional Design) Research Based High Yield Strategies <ul style="list-style-type: none"><input type="checkbox"/> Similarities and Differences<input type="checkbox"/> Summarizing and Note Taking<input type="checkbox"/> Reinforcing Effort and Providing Recognition<input type="checkbox"/> Homework and Practice<input type="checkbox"/> Nonlinguistic Representation<input type="checkbox"/> Cooperative Learning<input type="checkbox"/> Setting Objectives and Procedural Feedback<input type="checkbox"/> Generating and Testing Hypotheses<input type="checkbox"/> Cues, Questions and Advanced Organizers Qualities of Engaged Student Work: <ul style="list-style-type: none"><input type="checkbox"/> Personal Response<input type="checkbox"/> Emotional/Intellectual Safety<input type="checkbox"/> Sense of Audience<input type="checkbox"/> Learning with Others<input type="checkbox"/> Choice (meaningful options)<input type="checkbox"/> Novelty and Variety<input type="checkbox"/> Frontloading	State Standards (and College Board), and HS Engineering Standards <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>

<p>Vocabulary to know</p>	<p>Science Practices and how they will be assessed this unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SP1: Asking Question <input type="checkbox"/> SP2 Develop and Use Models <input type="checkbox"/> SP3: Plan and Carry Out Investigations <input type="checkbox"/> SP4: Analyze and Interpret Data <input type="checkbox"/> SP5: Use Math and Computational Thinking <input type="checkbox"/> SP6: Construct Explanations <input type="checkbox"/> SP7: Engage in Argument from Evidence <input type="checkbox"/> SP8: Obtain, Evaluate and Communicate Information from a variety of sources <p>Some selected Idaho Core Standards that seem to be cornerstones in the course, and how they will be assessed this unit:</p>
<p>People/laws/history/Acts to know</p>	<p>Cross Cutting Concepts and how they will be assessed this unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CC1: Patterns <input type="checkbox"/> CC2: Cause and Effect <input type="checkbox"/> CC3: Scale, Proportion and Quantity <input type="checkbox"/> CC4: Systems and System Models <input type="checkbox"/> CC5: Energy and Matter <input type="checkbox"/> CC6: Structure and Function <input type="checkbox"/> CC7: Stability and Change
<p>Difficult concepts that will take discreet teaching, learning and practice, some of which we work on all year (*enduring understandings).</p>	<p>Concepts students should be able to familiarize themselves with successfully from the text</p>

Reflection: Notes on specifics that the instructor noticed definitely take more than one crack to learn, or those that indicate too many assumptions about background knowledge were made: