

Understanding the Framework for Teaching with the Literacy Common Core Shifts in Science

| <i>FfT</i> Component | Examples (specific evidence) from the Unit Overview | Relevant Language in <i>FfT</i> |
|---------------------------------|--|--|
| 1b | | |
| 1c | <ul style="list-style-type: none"> • Essential Question: How do the organ systems work separately and together to maintain homeostasis? • Culminating task – students write an informative essay citing evidence from lab reports and texts that respond to the unit’s essential question. | From Effective: <ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline, are clear, written in the form of student learning, and suggest viable methods of assessment. |
| 1e | | |
| 1f | <ul style="list-style-type: none"> • Culminating task: write informative essay | From Effective: <ul style="list-style-type: none"> • Instructional outcomes may be assessed by the proposed assessment plan • Assessment criteria and standards are clear |

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|-------------------------|---|---|
| 1b | <ul style="list-style-type: none"> • Table groups: mixed by ability based on last week’s lab results <ul style="list-style-type: none"> • Jalen and other students with highest levels of mastery spread amongst 5 tables to lead groups • Fred, Kayla, Jacob and Ella who struggle with most lab activities at different tables with students stronger in laboratory experiments. • Table groups: strategic organization based on knowledge of student relationships and needs for success <ul style="list-style-type: none"> • Derwin and Tevin together to support Tevin’s good behavior • Ella sitting apart from Cheri and Akiri to support her focus in class | <p>From Highly Effective:</p> <ul style="list-style-type: none"> • The teacher understands the active nature of student learning and acquires information about levels of development for individual students. <p>From Effective:</p> <ul style="list-style-type: none"> • The teacher purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge, skills, special needs and interests and cultural heritages. |
| 1c | <ul style="list-style-type: none"> • Objective: SWBAT test how different variables affect heart rate and draw conclusions based on trends they observe. • Do Now: checks for understanding of key vocabulary (vein, artery, etc.). • Experiment tests hypothesis about variables that affect heart rate. • Laboratory concludes with data analysis to draw conclusions from the experiment. • Discussion for students to share findings from experiment and justify using data from experiment. | <p>From Effective:</p> <ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline, and are clear, written in the form of student learning, and suggest viable methods of assessment. • Outcomes reflect several different types of learning [kinesthetic, auditory, visual] and opportunities for coordination... |
| 1e | <ul style="list-style-type: none"> • Do Now: key vocabulary (vein, artery, etc.) • Hook: previews experiment (feeling heart beat) • Experiment: students choose hypothesis to test • Group work: organized based on past academic performance, behavior, friends • Homework: worksheet utilizing data collected | <p>From Effective:</p> <ul style="list-style-type: none"> • Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. • Some differentiation for different groups of students and varied use of instructional groups |
| 1f | <ul style="list-style-type: none"> • Do now: check vocabulary • Hook: listen to turn and talk • Experiment: observation of experiment, recorded data as a group • Discussion: student answers and ability to cite recorded data • Homework: individual writing based on data | <p>From Highly Effective:</p> <ul style="list-style-type: none"> • All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work |