

Name Katie Anderson**Lesson Plan****Learning Segment Focus** Human Impact on the Environment **Lesson** 1 **of** 5**Course & topic addressed** Science **Date** 4/1/2020 **Grade** 6th**Student Outcomes**

Specific learning <b>objectives</b> for this lesson.	Students will compare the trash collected from different schools and calculate which school collected the most trash based on weight.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	

**State Academic Content Standards**

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	6-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
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**Key Vocabulary**

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Recyclable, Plastic, Paper, Glass, Metal, Other (food)
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**Academic Language Support**

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	
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**Materials**

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Paper, Pencil
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Trash from each school, Excel Spreadsheet, Computers, Paper, Pencil

### Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<b><u>Introduction:</u></b> <ul style="list-style-type: none"> <li>Explanation of lesson</li> </ul>	I will explain the lesson to the students.
50 minutes	<b><u>Instruction:</u></b> <ul style="list-style-type: none"> <li>Students will sort through trash.</li> <li>Students will calculate totals of each category and school's trash.</li> <li>Students will create spreadsheet using excel with their calculations.</li> </ul>	<p>While studying about the impacts that humans have on the environment, our science classes have decided to collect all the trash between each school (Elementary, Middle, Junior High, and High School) for one week. Each school has dropped off their trash for the students to sort out into the proper categories (plastic, paper, glass, metal, and other). The students will weigh the amount of trash in each category to see which type of item was thrown away the most. Then the students will determine which school produced the most amount of trash based on the total weight of all trash.</p> <p>*The trash collected will be sanitary to sort through, and any food collected will be in a proper container that separates food from the rest of the trash.*</p>
5 minutes	<b><u>Closure:</u></b> <ul style="list-style-type: none"> <li>Discussion on which school had the most trash.</li> </ul>	At the end of the lesson, we will discuss which school had the most trash and how that came to that conclusion based on their calculations using paper and pencil and an excel spreadsheet.

### Accommodations/Modifications

How might I <b>modify</b> instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by	.
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federal and state law.)	
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## Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)	
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## Assessments: Formative and/or Summative

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Google Form Quiz
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

## Research/Theory

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	
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## Lesson Reflection/Evaluation

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>