Priscilla Camacho - Geometry / Precalculus
Joseph Fasani - Physics I/AP Physics
Karen Perez - AP Economics/Personal Finance /World History
A. Content Level Planning
   a. Questioning
   b. Kid Talk

A. Inquiry Activity
   a. Self-Assessments
   b. Flexible Grouping
      i. Differentiation

A. Reflection
   a. Metacognitive Language

A. Classroom Discussion Techniques
   a. Discussion Graphic Organizer
   b. Accompanying Rubric
## Content Level Lesson Planning

<table>
<thead>
<tr>
<th>Unit Plans</th>
<th>ALL</th>
<th>Review Awad Unit Plan (preferably Algebra 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Provide feedback</td>
</tr>
<tr>
<td>Writing Samples</td>
<td>ALL</td>
<td>Review Hassan Writing Sample (Low, Medium, High)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide feedback on task and feedback</td>
</tr>
</tbody>
</table>

A. Examining student work to inform instruction  
B. Common misconceptions  
C. Improving instruction  
D. Strategies for Struggling students  
E. Common Language
Teacher Reflections: After implementing this unit plan what went well? What could be improved? What did you learn about yourself or your students?

Minimal students continue to still need support on combining and multiplying integers.

Misconceptions:
- not bringing down a term if there was no other term to combine it with.
- when combining like terms, they add exponents instead of just the coefficients

Objectives: Based on Monique's comment, my objective now includes the number of questions. Instead of 80%, replace it with 4 out of 5 questions or 8 out of 10 questions.

Activity/Check-ins: Will be specific on what those check-ins look like and what specific skills they will assess.

Resources: During lesson, making sure students are aware of the resources being used as well as other observers and peers when reviewing plans (based on Priscilla's comments)

Overall, your plans are very detailed and easy to read. I believe an outsider will have no problem understanding the progression of your lessons. Great work Maria!
Kid Talk

- Moves beyond academics.
  - Includes emotional, behavioral support.
- 1-2 students each meeting.
- Shared Document.
- Plan to maximize student strengths to achieve success.
- Allows teachers to see what is working with particular student is certain classes.
  - Teachers OPEN to feedback regarding successful practices that work in other classes.
- Revisit/revise plan throughout the year.
Kid Talk Form—Start with strengths and behaviors needing change

A Teacher discusses a student and tells why he/she was brought up in. The teacher discusses the strengths observed as well as the behavior that needs to change.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Behavior that needs to change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Very nice and kind</td>
<td>• Tardy daily</td>
</tr>
<tr>
<td>• Follows directions</td>
<td>• Struggling in class; low functioning</td>
</tr>
<tr>
<td>• Works collaboratively</td>
<td></td>
</tr>
<tr>
<td>• Very respectful/shakes hand</td>
<td></td>
</tr>
</tbody>
</table>
Every teacher on the grade-level team takes 2 minutes to discuss the student. During this time, no one may add or object to what is being said. Advisor takes notes. Examples are encouraged for both positive and negative behavior.

<table>
<thead>
<tr>
<th>Math MH</th>
<th>Science JF</th>
<th>Social Studies AV</th>
<th>English KU</th>
<th>Specials KP</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP 1-60</td>
<td>MP 1-74</td>
<td>MP1-80</td>
<td>MP1-67 F</td>
<td>MP1 - 75</td>
</tr>
<tr>
<td>MP 2-72</td>
<td>MP 2-71</td>
<td>MP2-64</td>
<td>MP2 - 70 D</td>
<td>MP 2 - 71</td>
</tr>
<tr>
<td>TM is showing some improvement but he needs to develop better work skills.</td>
<td>(2/22/17 absent) According to DD, TM was off task yesterday and seems to be struggling with academics.</td>
<td>2/22/17 has shown a bit of progress and trying to improve. Homework and classwork is being handed in consistently.</td>
<td>Hates when father gets notified. Partner with high-level student.</td>
<td>Is missing two assignments, one is from just this past Friday when I was absent. Has shown improvement with homework and quizzes</td>
</tr>
</tbody>
</table>
Kid Talk Form - Formulate a plan

A general discussion is had. The advisor and the grade-level team suggest a plan for the student. Notes on the plan are captured below.

Plan:
Buckle down on phone policy; all teachers will call security if phone comes out; KP will call home to explain real situation of MP2.

2/17/2017 - EA met with father. Father requested regular update on progress. (XXX) XXX-XXXX
2/22/17 Contact father on a regular basis. Frequent check-ins during advisory.
Update:
10/26/16
Meeting with TM parent at 8 am;
1/18/17
KP: Advisor - 52%/F; emailed parent multiple times - makes no difference; apathetic, does not do the preparation for flipped classroom style of teaching; more interested in phone; attendance is still an issue

MH: 42%/F; contacted parent - no change; no projects turned in; feels contacting parent is not making a difference; head down a lot

KU: 49%/F; Behind readings, says he doesn’t understand. Classmates frustrated with lack of work on group projects. Failing for the year doesn’t seem to sink in/make a difference.

JF: 67% /F; project was due last week, provided an extension; he lacks effort; avoids work anyway he can; puts head down a lot; distracted and off task - plays around often

AC: 74%/C; phone is a distractor and earphones; respectful to teacher; head down a lot

10/26/16
Meeting with TM parent at 8 am;
KU: unmotivated; lacks interest; has a respectful relationship, so that is not the issue; currently failing with 37%
Inquiry Activity - Who will win the war?

Opening Activity: Tug of War

Four oxen are as strong as five horses.

An elephant is as strong as one ox and two horses.

Who will win the tug-of-war pictured below?
Show of hands:

1. Who feels completely lost with this activity? You could not complete this activity at all or could not complete it individually?
2. Who was able to start the activity, but struggled to come up with a solution. You need more assistance from the teacher.
3. Who was able to find a winner to the tug of war, but noticed some errors in the process? You were able to come up with a plan and only needed a little assistance from a peer.
4. Who thought the activities objective was clear and was able to find a solution easily. You were able to create a plan and share it with the group.
Self Assessments

- Expert: Exceeding Expectations
- Practitioner: Meeting Expectations
- Apprentice: Approaching Expectations
- Novice: Partially Meeting Expectations

➢ Based on your homework
➢ Based on the previous exit slip
➢ After completing the do now
➢ Beginning and End of class
➢ After a specific activity/skill
Inquiry Leads to grouping

**Objective:** Investigate the relationship between Gravitational Potential Energy and Kinetic Energy.

**Do Now:** After Ball Drop Activity, rate yourself on the above standard before moving to any of the assigned stations.

<table>
<thead>
<tr>
<th>1st Station: GPE and KE</th>
<th>Rating</th>
<th>2nd Station: Ball Drop Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate yourself on the above standard</td>
<td>Novice</td>
<td>Apprentice</td>
<td>Practitioner</td>
</tr>
</tbody>
</table>

**Table:**

<table>
<thead>
<tr>
<th>Ball Type</th>
<th>Height of Drop</th>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
<th>Trial 4</th>
<th>Trial 5</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf Ball</td>
<td>100 cm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>200 cm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubber Ball</td>
<td>100 cm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>200 cm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis Ball</td>
<td>100 cm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>200 cm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*I am a Novice*

I really don't understand Gravitational Potential Energy or Kinetic Energy. I have many questions about the Ball Drop Activity and materials. I don't know where to begin.

*I am an Apprentice*

I know some information about Gravitational Potential Energy and Kinetic Energy. I realize that height plays a role, but am not sure what that role is. I still need some help from a friend or teacher. I have a few questions about the Ball Drop Activity and materials.

*I am a Practitioner*

I am comfortable with GPE and KE. I understand that the height and mass of an object determine the amount of energy it starts with. I might have a question or two about the Ball Drop Activity or materials.

*I am an Expert*

I am very comfortable with law of conservation of energy. I understand that the height and mass of an object determine the amount of energy it starts with which impacts the velocity the object finishes with. I can complete all tasks without any help. I can teach it to someone else.
Flexible Grouping

- Groups based on student level so they are fluid.
  - Not all students work at same pace.
- Students self assess after opening inquiry activity.
  - Novice, Apprentice, Practitioner, Expert
- Grouped according to rating.
  - Activities based on student working level.
- Self assess after each activity to move up to the next level.
- Exit ticket is available to students once they are working at the Practitioner level.
Leveled Groups

1st Station- GPE and KE poster (Novice/Apprentice) Use the Internet or your textbook to look up Gravitational Potential Energy and Kinetic Energy. Using the space below, create a poster with at least 2 examples of each. Describe how your 2 examples demonstrate each. Be sure to use terms mass, gravity, displacement (height), and velocity when describing.

2nd Station- Skate park energy interactive (Apprentice-Practitioner)

Use the following link to explore GPE and KE:
https://phet.colorado.edu/en/simulation/energy-skate-park-basics

Sketch or add a screenshot of your skater at any point on the ramp, on it label GPE and KE. Then answer the following questions.
3rd Station- Investigation-Marshmallow Launcher (Practitioner)

**Objective:**
- To apply the conservation of energy
- To observe the relationship among the following energies: Kinetic Energy (KE), Gravitational Potential Energy (GPE), and Elastic Potential Energy (EPE).

**Description:**
In this mini-lab, you will bend a plastic spoon in order to launch a marshmallow (or any other small object) into the air. A bent plastic spoon stores EPE (elastic potential energy). Releasing the spoon converts the spoons EPE into KE (kinetic energy) giving the object an initial velocity (v) and at the top of its trajectory (h); the KE is converted into GPE (gravitational potential energy).

**Materials:**
- Marshmallow
- Plastic spoon
- Tape measure
- Digital scale

---

4th Station- Independent Research-Energy (For Practitioner or Expert)

**What Do You Think?**
You are asked to design a new roller coaster. It is totally up to you to determine what the riders will experience. The only rule is that the coaster obeys the laws of physics. Take a minute and brainstorm about a design you would like.
Exit Ticket

Other Examples A

Exit Slip

1. If a point, ray, line, line segment, or plane intersects a segment at its midpoint, then what does it do to the segment?

2. To find the length of AB, with endpoints A (−7, 5) and B (4, −6), you can use the _______________ formula.

   Find the length of AB.

3. Identify the Segment bisector of JK and then find JM.
Self-Assessment Rubric

Objective: I will be able to use bisectors, midpoints, and distance formulas to find unknown segment lengths.

Please assess yourself based on the listed objective. Use the rubric below and be honest with yourself. Choose the category that best describes how you feel right now.

<table>
<thead>
<tr>
<th>I am an Expert</th>
<th>I am a Practitioner</th>
<th>I am an Apprentice</th>
<th>I am a Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am very comfortable with the material. I understand it very well. I can teach it to someone else.</td>
<td>I am comfortable with the material. I understand it, but I may make a few mistakes.</td>
<td>I know some of the material. I still need some help from a friend or teacher.</td>
<td>I really don’t understand the material.</td>
</tr>
</tbody>
</table>

I am a/an ___________________________ because....
**Do Now:** Answer the questions below on a separate sheet of paper.

1. Given the following coordinates and a scale factor of two, what will the coordinates of the image be? A (3,1) B (-2, 4) C (-4, -3)

1. The image in question one, will result in what type of dilation? How do you know?

1. Provide an example of a scale factor that will result in a reduction.

1. Define dilation as precisely as you can.

1. Assess yourself on questions 1-4

Teacher collects do now and groups students based on their self assessment as he / she returns their work.

Students rotate the Do Now with someone in their group.

Students grade each other’s work as the class reviews the answers to the Do Now

Students provide a peer assessment with justification and returns the do now.
Reflections - Metacognitive Language

- Why and how do we self and peer assess?
- What makes a valuable self or peer assessment?
Reflections - Metacognitive Language

- Why and how do we self and peer assess?
- What makes a valuable self or peer assessment?

Originally said practitioner

Peer assessment - Expert because you got them all right.
Reflections - Metacognitive Language

- Why and how do we self and peer assess?
- What makes a valuable self or peer assessment?

Assessment: I am an apprentice because I understand the basics of simplifying exponents. When it comes to multiple variables I can't do it.

Peer assessment: Apprentice. You need to be aware of which operation to use. Don't over stress it, it's just simple math. Take your time.

I am an apprentice because I understand some but not all of this material.

Note: Is so smart he is an apprentice because he correctly solved 2/3 of the problem and the one he got wrong was only a silly mistake.
Classroom Discussion Techniques

What makes an Essential Question Essential?

- Essential questions are “important questions that recur throughout all our lives.” They are “broad in scope and timeless by nature.”

- Essential questions help “students effectively inquire and make sense of important but complicated ideas, knowledge, and know-how — a bridge to findings that experts may believe are settled but learners do not yet grasp or see as valuable.”

- “questions that are not answerable with finality in a brief sentence... Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers”
Sample EQ’s – Financial Literacy

11/27 Essential Question: Think of a time where you went into a situation (home, work, school) thinking it would be awful, but then it ended up being awesome. What about the experience made you change your mind?

11/20 & 11/21 Essential Question: What part of a resume is the most important? Should you focus on quantity over quality?

10/18 Essential Question: Have you ever let emotion influence your decisions? If so, what was the result? Also, is it ever ok to justify or rationalize or your (or other’s) behavior?

12/7/17 Essential Question: Can you (or should you) be able to have a second chance to make a first impression. What are the effects of such a decision?
Small Group Discussion: Boxes 1 & 2

Five minutes at start of instruction.

Goal is to provide examples of prior knowledge.

Helps guide discussion for teacher/facilitator.
Whole Group Discussion: Boxes 2 & 3

20-40 Minutes total.

Goal is to deconstruct EQ and work through student misconceptions as a class.

*Note: it is wise to pause the discussion to allow students to revisit their examples from Box 1.
Student Samples

EQ: Growth Mindset

EQ: Financial Overhead

EQ: Morals vs. Ethics
Guided Questioning

Guided Questions make or break the class discussion.

Always incorporated into lesson planning.

Goal is to have a general idea of WHERE you want the discussion to go BEFORE discussion begins.

GOAL: have students become aware of their emotions when judging a situation

GOAL: have students question the inconsistencies that can happen with resume writing
Reflection and Rubric

How do I know what students gained from the discussion?

How do I hold students accountable for their participation in the class discussion?

What if a student is shy and doesn't participate in the discussion?

Reflection holds students accountable for their participation in the discussion!
# Class Discussion Participation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Expert</th>
<th>Apprentice</th>
<th>Practitioner</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td>The student speaks <strong>clearly</strong> and demonstrates a clear understanding of content by using supporting examples from previous classes. Student is <strong>completely engaged</strong> and respectful during the classroom discussion by correcting the behavior of others if needed.</td>
<td>The student speaks <strong>somewhat clearly</strong> and demonstrates an understanding of content. Student is <strong>engaged</strong> in the classroom discussion and is respectful of others talking.</td>
<td>The student does not speak clearly or demonstrate an understanding of content. Student is <strong>partly engaged</strong> in the classroom discussion and is not respectful, or may be talking while others are talking.</td>
<td>Student is <strong>not engaged</strong> in the discussion, and is disrespectful by talking while others are talking.</td>
</tr>
<tr>
<td><strong>Interaction &amp; Questioning</strong></td>
<td>Student is <strong>very active</strong> in the class discussion by contributing multiple times. Student uses correct and relevant academic language and critical thinking.</td>
<td>Student is <strong>active</strong> in the class discussion by contributing one or two times. Student attempts to use correct and relevant academic language and critical thinking.</td>
<td>Student is <strong>partly active</strong> in the class discussion by contributing no more than once. Student does not use any relevant academic language.</td>
<td>Student is <strong>not active</strong> in the class discussion, does not contribute, or needs to be prompted by the teacher or classmate.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Student answers <strong>ALL parts</strong> of the discussion prompt. ALL relevant information from the graphic organizer is used in response. Meaningful connections/opinions are made and academic language is used and defined.</td>
<td>Student answers <strong>MOST</strong> of the discussion prompt. SOME relevant information from the graphic organizer is used in response. Meaningful connections/opinions are made and academic language is used.</td>
<td>Student answers <strong>HALF</strong> of the discussion prompt. NO relevant information from the graphic organizer is used in response. Meaningful connections/opinions are not made and academic language is not used.</td>
<td>Student makes no attempts to answer the discussion prompt.</td>
</tr>
</tbody>
</table>
Class Discussion Rubric

Similar language across the content areas.

One of the school’s focuses is the use of and incorporation of content related academic language.

A second focus of the school is higher order questioning.

These are incorporated into multiple rubrics to ensure consistency.

Students have access to rubric to allow accountability for their response.
EQ: Can you (or should you) be able to have a second chance to make a first impression. What are the effects of such a decision?
EQ: Think of a time where you went into a situation (home, work, school) thinking it would be awful, but then it ended up being awesome. What about the experience made you change your mind?
Q & A