Teacher/Subject: Grammer/Science
Date: 8/24/2015
Guiding Questions: What tools, skills, knowledge, and disposition are needed to conduct scientific inquiry?
Materials: art supplies, websites, paper, pencil, models,

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Do Now (Motivate/Hook)	Students will discuss their favorite toy.	Students will list devices they have seen that help people.	Students will list all of the things they can do with their cell phone.	Students to list all of the key words they have learned in this chapter.	Students will use the study-guides they created to prepare for test.
Essential Learning (Objective)	Students will compare and contrast a model to a prototype	Students will compare and contrast adaptive and assistive biotechnology.	Students will distinguish between intended benefits and unintended consequences of technology	Students will review key concepts on how Science is investigated	Students will test mastery on how Science is investigated
Engage/Excite (Strategies for involvement)	Teacher will give students the definition for a "Model." Students will look around room and list all of the models in the room. Teacher will give students the definition for prototype	Teacher will show examples of adaptive and assistive biotechnologies. Students will determine what makes a biotechnology assistive or adaptive	Students will give the definition and examples for "benefit" and for "consequence."	Students will brainstorm on what key concepts they should review for test.	Students will test mastery on Inquiry, Technology, and Engineering.
Practice to Product	Student will watch videos/ppt on Prototypes and explain the steps that were used.	Students will illustrate an assistive and adaptive technology	Students will determine the benefit and unintended consequences of current technology	Teacher will model how to create a study guide fro notes	Students to show mastery of concepts
Evaluate (Mastery/Reteach/ Enrichment	Teacher will monitor students understanding	Teacher graded	Teacher will monitor to check for understanding.	Students to show teacher study-guide they created	Teacher graded
Reflect Now (Exit/Connections)	Students will determine how models and prototypes are different	Students will discuss the future of adaptive biotechnology.	Students will determine if the benefits of a cell phone outweigh the unintended consequences.	Students to finish study-guide at home	Students will reflect on how the felt about test.
Homework		Read Chapter1 section 3 pages 26-31. Answer Self-Check questions 1-5 page 31.		Study for Ch. 1 test	