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|  | Preparation: *Summary of “to do’s” that the teacher should understand and prepare before bringing this lesson to the classroom.* | | | | |
| Teachers will need to ensure that the proper supplies are available for students to build their solutions.  You will need the following items:  **Materials:**   * Hydroponics kit (purchased from Stem 101) | | | | | |
|  | Safety: *Summary of safety strategies in the lesson.* | | | | |
| Please use this space to describe safety procedures or highlights for this lesson. | | | | | |
|  | Desired Results: | | | | |
| Established Goals: | | |  | Transfer: | |
| *Problem Solving Techniques and Applications Standards:* | | | *Students will be able to independently use their learning to…*   * Consider energy conservation in relation to heating and cooling of a home or building. * Understand carbon footprint and ways to reduce their own | |
| Meaning: | |
| Understandings  *Students will understand that...*   * Different factors affect the ambient temperature of a building | Essential Questions  *Students will keep considering...*   * Energy conservation * Building layout * Heat transfer |
| Acquisition OF KNOWLEDGE AND SKILL: | |
| *Students will know...*   * How to calculate surface area of a room * How to price out products for a home * How to calculate the volume of a room * How humidity can affect products | *Students will be skilled at...*   * Building a foam model * Using a temperature sensor properly * Data collection * Various experimentations involving different factors within a building system |
|  | Evidence: | | | | |
| Evaluative Criteria: | | |  | Assessment Evidence: | |
| * Placeholder | | | | *Performance Task(s):*  **Design and Monitor a Building System**  Building and testing of a foam model. | |
| *Other Evidence:*   * Online test * Results of experiments * Spreadsheet showing data collection | |
|  | Learning Plan: *Summary of Key Learning Events and Instruction* | | | | |
| **1. Introduce Activity**   1. Begin by showing videos of smart buildings. Also, go through the kit components explaining what they will be doing. It is a good idea to have one already built so students can see what a finished product looks like   **2. Construct**   1. Students will build their model. The teacher can demo the steps to completion or refer to the videos for construction   **4. Test**   1. Once built, there are several experiments students will conduct. Be sure they extract their data for each experiment so they can create visualizations of their experiments. Feel free to add to the experiments that are included.     **5. Communicate Results**   1. Have students chart the results of their experiments and explain analyze their findings.   **Progress Monitoring:**  Teacher should observe students and provide on-going feedback during the activity. While introducing the unit, the teacher will pause and ask for questions to make sure everyone understands. | | | | | |
|  | Differentiation: *Summary of Key Differentiation Techniques* | | | | |
| Please use this space to insert your differentiation techniques. Depending on the needs of students, various techniques might be needed in a classroom, therefore use the information below and experts in the area needed to design your plan for differentiation.  The ASCD Study Guide for Integrating Differentiated Instruction and Understating by Design: Connecting Content and Kids.  by Carol Ann Tomlinson, Jay McTighe  Integrating Differentiated Instruction and Understating by Design: Connecting Content and Kids.  by Carol Ann Tomlinson, Jay McTighe  ISBN-13: 978-1416602842  ISBN-10: 1416602844  Differentiating Reading Instruction  *by Laura Robb.*  ISBN13: 9780545022989  A Teacher's Guide to Differentiating Instruction  The Center for Comprehensive School Reform and Improvement | | | | | |
|  | | | career Connections: *Summary of Career Opportunities Associated with this Lesson* | | | | |
| Please use this space to insert careers that might be connected to this lesson. This section will need continuous updating as new careers and emerging technologies change the opportunities available in the workforce.  Good sources for career connections:  Occupational Outlook Handbook  <http://www.bls.gov/ooh>  The National Career Clusters® Framework  <http://www.careertech.org/career-clusters> | | | | | | | |
|  | | | Keywords: *Please Insert Keywords from this Lesson with their Definitions* | | | | |
| Please use this space to insert keywords and their definitions  Use resources like [dictionary.com](http://dictionary.reference.com/) to find definitions to your keywords | | | | | | | |