

TAG Lessons for 10/14/2020-10/16/2020

1st Grade

Columbus Day Holiday-No TAG

Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards

Science

S2E2. Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun’s effect on Earth.

TAG Standards

Advanced Communication Skills

1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.
3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.
7. The student responds to contributions of others, considering all available information.

Creative Thinking and Problem-Solving Skills

3. The student incorporates brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products.
4. The student develops original ideas, presentations, or products through synthesis and evaluation.
5. The student develops original ideas, presentations, or products through synthesis and evaluation.
6. The student, independently or through collaboration with classmates, clarifies, illustrates, or elaborates on an idea for product improvement.

Higher Order and Critical Thinking Skills

1. The student asks probing, insightful, and relevant questions.
2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic.

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Enduring Understanding

Students will know:

1. What is a Rocket.

The Students Will Be Able to:

1. Choose a rocket and research the rocket to find answers to questions and record as a paragraph.

Essential Question(s)

1. How have rockets changed over time?

Activating Strategy:

See, Think, Wonder

Students will use this visual thinking strategy to look at rockets of human space flight.

1. Show students the science of a rocket launch video.

Instructional Sequence and Activities Including Use of Technology

Activity One:

1. Students will read on rockets and complete the graphic organizer.
2. Students will read on the history of rockets and complete the graphic organizer.

Activity Two:

1. Students will choose a rocket and research it to answer 5 questions. They will record their research as a paragraph. Students will present their research to the class.

Activity Three:

1. Students will build a paper rocket.
2. Students will test their paper rocket and record their findings.

Activity Four:

1. Students will look at the future of Rockets.

Assessment:

Students will journal on what they have learned about rocket history.

Differentiation

Extensions:

Students can access different activities in their OneNote.

Materials/Links/Text References/Resources

All links and materials are embedded in the lesson

Unit Name		Where is the Dodo Bird?	
Lesson Name		Shared Inquiry Lesson/ STEM	
Time Needed (Hours/Days)		1	
Grade	3	Subject	Science
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p>Science GSE S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment</p> <p>ARS 1 The student uses a variety of print and non-print to investigate a topic of interest.</p> <p>ARS 2 The student formulates original and appropriate questions to test the limits of an existing body of knowledge.</p> <p>ARS 3 The student uses concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data.</p> <p>ARS 4 The student selects appropriate research tools and methodologies (e.g. historical, descriptive, developmental, case, field, correlational, action, survey, interview) to conduct scientific investigations.</p> <p>ARS 6 The student develops and uses systematic procedures for recording and organizing information.</p> <p>ARS 7 The student evaluates research methodologies and data to detect validity, bias, reliability, and applicability to real-world problems and/or solutions.</p> <p>ARS 10 Defend research findings in a presentation or exhibit.</p> <p>ARS 11 Apply ethical standards to research and analyses.</p> <p>ACS 1 The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.</p> <p>ACS 2 The student produces written and / or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.</p> <p>ACS 3 The student creates products and / or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.</p> <p>ACS 4 The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.</p> <p>ACS 6 Anticipate and address potential misunderstandings, biases, and expectations in communication with others.</p> <p>ACS 7 Respond to contributions of others, considering all available information.</p> <p>ACS 8 Participate in small group discussions to argue persuasively or reinforce others' good points.</p> <p>ACS 9 Maintain a journal or log for self-reflection and/or self-evaluation.</p> <p>ACS 10 Support and defend one's own opinions while respecting the opinions of others.</p>			
Enduring Understanding			
<p>The Student Should Know: Animals face many problems that threaten their survival.</p> <p>The Student Should Understand: Animals, humans, and the environment depend upon one another for survival.</p> <p>The Student Should Be Able to Do:</p> <p>2. Utilize advanced research and advanced communication skills in order to create and share newly acquired information.</p> <p>6. Support opinions about marine turtle threats with evidence during small group discussion.</p>			

Essential Question(s)
What is the biggest threat to the marine turtle and why?
Teacher Lesson Preparation
Adopt a Sea Turtle https://conserveturtles.org/support-stc-join-stc-and-adopt-a-turtle/ If able, use school money or have parents send in money to adopt a sea turtle. Students can vote on which turtle they want to support. The company will send info about the turtle along with some other things.
Activating Strategy
See, Think, Wonder: This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. Students will look at a sea turtle
Instructional Sequence and Activities Including Use of Technology
<p>1. Nearpod <u>Teacher link:</u> teacher access Nearpod and click on "Live Lesson" on the Sea Turtles lesson. Students access www.nearpod.com and enter the code derived by the program when the teacher opens the program. Students will work together at the same pace.</p> <p><u>Student link:</u> students access Nearpod and enter the code provided by the teacher. Students will work at their own pace.</p> <p>2. STEM Design your own invention that would reduce the endangerment of the marine turtle. Chose to focus on one of the following topics:</p> <ul style="list-style-type: none"> • poaching • fishing (use of nets) • pollution • artificial lighting • or one of your choice
Assessment Strategies
Presentation of invention
Differentiation
Students will be choosing their invention and which problem they will solve.
Materials/Links/Text References/Resources
https://nearpod.com/library/ https://www.youtube.com/watch?v=CXB78qRfyc8 https://www.savecoastalwildlife.org/stop-ghost-fishing https://www.wwf.org.au/news/blogs/plastic-pollution-is-killing-sea-turtles-heres-how#gs.bpcx1b https://conserveturtles.org/information-sea-turtles-threats-artificial-lighting/

4th Grade

Teacher's Workday-No TAG

Unit Name	Stock Market-Day 8		
Lesson Name	How to Choose a Stock (Creative Problem Solving)		
Time Needed (Hours/Days)	1 Day		
Grade	5th	Subject	Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p>Social Studies GSE</p> <p>SS5E3 Describe how consumers and producers interact in the U. S. economy.</p> <p>a. Describe how competition, markets, and prices influence consumer behavior.</p> <p>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p>TAG</p> <p><u>Higher Order Critical Thinking Skills Standard:</u> Gifted students will develop and practice higher order and critical thinking skills in an area of study.</p> <p>Higher Order Critical Thinking Skills (HO/CTS) Elements</p> <ol style="list-style-type: none"> 1. The student asks probing, insightful, and relevant questions. 2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic. 4. The student makes and evaluates decisions using criteria. 5. The student predicts probable consequences of decisions. 6. The student extrapolates verbal-linguistic (e.g., analogies) and visual-spatial patterns (e.g., tessellations) to determine relationships. 11. The student draws conclusions based upon relevant information while discarding irrelevant information. 12. The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness. 14. The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study. 15. The student recognizes that the responsibility to examine and challenge existing ideas and theories is an ongoing process. <p><u>Advanced Communication Skills Standard:</u> Gifted students will develop advanced communication skills that incorporate new techniques, materials, and formats in the development of products that will be shared with real audiences.</p> <p>Advanced Communication Skills (ACS) Elements</p> <ol style="list-style-type: none"> 1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language. 2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language. 3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences. 			

8. The student participates in small group discussions to argue persuasively or reinforce others' good points.

Enduring Understanding

The Student Should Be Able to Do:

- Describe strategies for stock selection as they identify factors that might result in greater benefit than cost.
- Analyze stock choices and identify the appropriate stock selection strategies.
- Identify the company that produces a particular product and the parent company of a particular business.
- Identify characteristics of economic cycles and predict the influence of cycles on consumer choices and stock performance.

Essential Question(s)

- How can we learn to economize and make better decisions?
- **Question of the Day:** How do you choose stock(s)?

Teacher Lesson Preparation

- See Materials/Text References/Resources

Vocabulary

Capital: Human-made resources used to produce goods and services. Capital goods are used by people to produce and distribute goods and services.

Cyclical Stocks, Defensive Stocks, Dividends, Early Phase of Development, Economize, Growth Stock, Income Stock, Industry, Late Phase of Development, Long-term Investing, Parent Company, Recession, Risk, Short-Term Investing, Stock Table

Activating Strategy

1. Students will participate in a *Guided Imagery Exercise*. Have students close their eyes and say, "Imagine for a moment that buying a stock involved no risk. Visualize the characteristics of a perfect stock?" Have students record and discuss feelings that result from the guided imagery.

Display *Wombat, Inc.* Would this company be a good choice? Discuss each characteristic, encouraging students to explain why these factors tend to make this a perfect choice. (There must be a market for the product; if people are buying the product, especially if they buy lots of it, the company will do well, the stock will be valued, and the price will rise. The company will probably have higher profits since the cost of distribution and production, the major determinant of supply, is low. The expected long life of the company and excellent earnings will support the value and price of the stock.)

Explain that Wombat, Inc. is not a real company, and no company has all these characteristics, but the example helps us to think about what we might look for when choosing stocks.

Instructional Sequence and Activities Including Use of Technology

2. **The Mess:** Students will read *Strategies for Stock Selection* and *Strategies for Stock Selection Summary*. Student groups will then complete Creative Problem Solving (CPS) Step 1: Fact Finding.

3. Review the **Rules of Brainstorming**: 1) Go for quantity. 2) Wild and crazy ideas are okay. 3) Piggy-back on the ideas of others. 4) No judgment—positive or negative.

CPS Step 2: Problem Finding: Students will then find the problems associated stock selection. Then discuss and define the strategies.

4. **CPS Step 3: Idea Finding:** Student will think of ways to choose stock using the selection summaries.
5. **CPS Step 4: Solution Finding:** Students will create criteria to judge the potential solutions and rank each solution based on the criteria.
6. **CPS Step 5: Acceptance Finding:** Students develop an action plan for implementing your solution including background information about your solution, who should be involved, a timeline and a way to evaluate the success and appropriateness. They will present their conclusions on a poster.
7. **CPS Step 6: Synthesis Activity:** Each group will develop a **product** (e.g., persuasive letter, flow chart, speech, etc.) **for sharing its solution** with the class.

Assessment Strategies

8. Shapely Debrief

In regard to purchasing stock...

- Something I learned that squares with my beliefs
- Three points to remember
- One question still going around in your mind

Differentiation Lesson is clearly differentiated for gifted learners by use of one or more of the following: acceleration, extensions, enrichment, tiered activities. Lesson incorporates concepts, principles, cognitive skills, and methodologies that can be transferred across disciplines. Activities require students to analyze, synthesize, and/or evaluate.

- Students will have a choice of brainteaser activities if they complete their work ahead of others.

Materials/Text References/Resources

- Wombat, Inc.
- Strategies for Stock Selection
- (CPS) Step 1: Fact Finding
- Rules for Brainstorming
- (CPS) Step 2: Problem Finding
- (CPS) Step 3: Idea Finding
- (CPS) Step 4: Solution Finding
- (CPS) Step 5: Acceptance Finding
- Poster Board

