

Module 1: Workshop 3 Handouts

KWL Chart: New Standards

Think about and write the following:

- What do you **know** about the CCSS, NGSS, and other standards?
- What instructional shifts need to happen?
- What do you **want to know** about the new standards?
- What did you **learn** about the following:
 - How to emphasize and support the instructional shifts in curriculum.
 - How to emphasize and support the shifts in practice.

I Know	I Want to Know	I Learned



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Activity 5

Shifts	Evidence <i>Where do you see evidence of the shifts?</i>	Ideas to enhance lesson <i>How could you further embed the shifts?</i>
Shift 1 <i>Balancing informational and literary text</i>		
Shift 2 <i>Knowledge in the Disciplines</i>		
Shift 3 <i>Staircase of Complexity</i>		
Shift 5 <i>Writing from Sources</i>		
Shift 6 <i>Academic Vocabulary</i>		



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Activity 6: Modifications to Include Instructional Shifts

Lesson Components	Ideas to enhance lesson <i>How could you embed the shifts?</i>
Materials	
Goals	
Instruction	
Application	
Assessment	



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Activity 9: Review a Workshop

1. What modifications will you make to the materials?
2. What modifications will you make to the instruction? Will you need additional or different examples?
3. What modifications will you make to the assessment?
4. What are misconceptions you anticipate? How will you address them?
5. What are strengths of the participants? What are challenges you may have?
6. Does your workshop include aspects of effective professional development?



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Optional Lesson Plan for Activity 6

Relating Interest to Percentages

Introduction:

By identifying what percentages are, we can use this information to relate it to real life situations. A good way to show that percentages are of use in everyday life would be simple interest. Simple interest is used by most people every day whether they know it or not. Using simple interest, the students will learn how to calculate monthly payment on a credit card, because most if not all will eventually purchase an item on credit.

Materials:

- calculator
- pen/pencil

Instruction:

- Start by informing the students that percents relate to interest.
- Tell them how they are going to calculate different interests for different items they might purchase on a credit card.
- Show how to compute interest using the simple interest formula $I=PRT$ using the principal amount of \$1200 at 8% interest for 2 years ($=\$192$).
- Use the same principal amount and interest rate changing the time to 4 years ($\$384$). Discuss with students the amount of interest they will save if they purchase the items for two years instead of four.
- Using the examples given to them, calculate what the monthly interest would be for each one. Explain that even though the 2-year is more each month, they are paying more in the end for the 4-year.
- Have examples at board for them to calculate, select students to do them on the board.
- Have students get into groups and hand out the created table. Have them calculate each of the items that are empty in the table using the equation for interest.

Discussion:

- How are percentages and interests related?
- Where is interest found?
- How is interest affected for multiple years?
- How could this affect their credit if they cannot pay this amount per month?
- What items do they want that they don't have the money for?



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