

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Earth/Space **Unit Name:** Stars

Objectives:

SC-HS-2.3.3 Explain the origin of heavy elements

SC-HS-2.3.4 Explain that stars have life cycles

Purpose of the Unit:

Students will understand the origin of all elements in the universe. Students will also be able to understand in deeper context, what stars are and how they work. They will compare the context of stars from Earth, to how they are in space.

Prerequisites:

Unit 0- Intro to Science

Unit 1- The Big Bang

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1 11/30	-Talk about BB test -Discuss new ideas from yesterday -Match key terms to their definitions -Make posters of new vocab words	Define what a star is, and its major components.	-Knowledge/ Comprehension	-Personal Response -Emotional/Intellectual Safety -Novelty/Variety -Manipulatives	Bell Ringer Target Practice Check Students' vocab matches
2 12/3	-Star lifecycle and key components. -Use Etch-a-sketch to solidify knowledge of stars lifecycle	Describe the main components of stars, and how do stars change throughout their lifetimes.	-Application -Summarizing/ Note-Taking	-Clear/ Modeled Expectations -Emotional/Intellectual Safety -Learning with others -Manipulatives -Etch-a-sketch	Bell Ringer Target Practice Observe work Exit Slip
3 12/4	-Classifying Stars Lab -Use new vocabulary to classify stars	Examine how stars are classified and how do they compare to each other?	-Application/ Analysis -Similarities and Differences -Generating and Testing Hypothesis -Independent Practice	-Clear/ Modeled Expectations -Emotional/Intellectual Safety -Learning with Others -Novelty/ Variety	Bell Ringer Target Practice Turn in lab
4 12/5	-Finish lab (if	How are stars	-Application/ Analysis	-Clear/ Modeled	Bell Ringer

	needed) -HR Diagram Graph with class data	classified? How do they compare to each other?	-Similarities and Differences -Generating and Testing Hypothesis -Independent Practice	Expectations -Emotional/Intellectual Safety -Learning with Others -Novelty/ Variety	Target Practice Turn in lab Check classwork
5 12/6	-Demo on fusion	How are elements produced?	-Knowledge/ Comprehension -Hands-On -Summarizing/ Note- Taking	-Clear/ Modeled Expectations -Emotional/Intellectual Safety	Bell Ringer Target Practice
6 12/7	- Introduce Star Narration -Work on Star Narration	Unifying concepts	-Synthesis -Hands-On -Assessment of Learning -Synthesis	-Personal Response -Clear/ Modeled Expectations -Emotional/ Intellectual Safety -Learning with Others -Sense of Audience -Choice -Novelty/ Variety	Bell Ringer Target Practice Address misconceptions as they work
7 12/10	-Work on Star Narration -Turn in Star Narration	Unifying concepts	-Synthesis -Hands-On -Assessment of Learning -Synthesis	-Personal Response -Clear/ Modeled Expectations -Emotional/ Intellectual Safety -Learning with Others -Sense of Audience -Choice -Novelty/ Variety	Bell Ringer Target Practice Turn in Star Narration

8 12/11	-Review Game	Unifying concepts	<ul style="list-style-type: none"> -Application/Analysis -Reinforcing Effort/ Providing Recognition -Closure -Assessment for Learning 	<ul style="list-style-type: none"> -Personal Response -Clear Modeled Expectations -Emotional/ Intellectual Safety -Learning with Others -Novelty/ Variety 	Bell Ringer Target Practice Group points
9 12/12	-Test	Unifying concepts	<ul style="list-style-type: none"> -Assessment of Learning -Evaluation 	-Personal Response	Bell Ringer Target Practice Summative Assessment