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| **Grade Level:** | | 9-12 | | **Teacher/Room**: | | | | Jason cantrell 322 | | / | | 1 | **Course(s)/ Period(s):** | | Agricultural Mechanics I & 2 | | / | 1-2 block | **Week of:** | | 1-30-2017 | |
| **Unit Vocabulary:** | | | .Electrical Terms, Welding Terms, Safety Practices, Agriculture, FFA, SAE, Lab | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | \*LECTURE, POWERPOINT MODULES, VIDEO CLIPS, STUDENT CENTERED ASSIGNMENTS, HANDS-ON ACT, welding equipment, Wiring equipment. | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | **Day 2** | | | | | | **Day 3** | | | | **Day 4** | | | | | **Day 5** | | |
| **Common Core Standard(s)**: | | | | | **Common Core Standard(s)** | | | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | | **Common Core Standard(s)**: | | |
| AG-AMII-01.422-02.1  Lesson: AG-AMII-01.422-07.1 | | | | | AG-AMII-01.422-02.1  Lesson: AG-AMII-01.422-07.1 | | | | | | AG-AMII-01.422-02.1  Lesson: AG-AMII-01.422-07.1 | | | | AG-AMII-01.422-02.1  Lesson: AG-AMII-01.422-07.1 | | | | | FaAG-AMII-01.422-02.1ll  Lesson: AG-AMII-01.422-07.1 | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How do you maintain an ARC/ How do you Ground to metal boxes | | | | | What situations/ problems have you encountered thus far with these trade skills? | | | | | | How does hand eye coordination benefit these skills areas? | | | | How do you Join two pieces of metal?  How do yo wire a receptacle? | | | | | How can we apply this weeks lessons in the real world atmosphere? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Safety first | | | | | * Welder set-up * Wiring do's and Don'ts | | | | | | * Welder settings * Wiring Guages | | | | * Welding equipment * Wiring Tools | | | | | * Welding Review * Electrical Review | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Group Discussion / Visual Organizer | | | | | * Group Discussion/ lecture * Hands on lab | | | | | | * Group Discussion/ Review sheet * Hands on lab | | | | * • Group Discussion/ Review sheet * Hands on lab | | | | | * Group Discussion/ Review sheet * Hands on lab | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * • Group 1-Electrical Wiring * Group 2- Welding | | | | | * Group 1-Electrical Wiring * Group 2- Welding | | | | | | * Group 1-Electrical Wiring * Group 2- Welding | | | | * Group 1-Electrical Wiring * Group 2- Welding | | | | | * Group 1-Electrical Wiring * Group 2- Welding | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * TEXT, PPT, Internet, , class room, computers, AG Shop | | | | | * TEXT, PPT, Internet, , class room, computers, AG Shop | | | | | | * TEXT, PPT, Internet, , class room, computers, AG Shop | | | | * TEXT, PPT, Internet, , class room, computers, AG Shop | | | | | * TEXT, PPT, Internet, , class room, computers, AG Shop | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Visual organizer | | | | | * Visual organizer | | | | | | * Visual organizer | | | | * Visual organizer | | | | | * Visual organizer | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Electrical group . welding Group by teacher, and ability | | | | | * Electrical group . welding Group by teacher, and ability * By Table and Ability | | | | | | * Electrical group . welding Group by teacher, and ability | | | | * Electrical group . welding Group by teacher, and ability | | | | | * Electrical group . welding Group by teacher, and ability | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Supervised AgriculturalExpereince Project. See Notes Formal/informal | | | | | * Supervised AgriculturalExpereince Project. See NotesFormal/informal | | | | | | * FSupervised AgriculturalExpereince Project. See Notes formal/informal | | | | * FSupervised AgriculturalExpereince Project. See Notesormal/informal | | | | | * Supervised AgriculturalExpereince Project. See NotesFormal/informal | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Board assignment | | | | ***Formative:*** | | | | Notes | | ***Formative:*** | | | Terms Sheet | ***Formative:*** | Notes | | | | ***Formative:*** | | Notes |
| ***Summative:*** |  | | | | ***Summative:*** | | | | Notes | | ***Summative:*** | | | Notes | ***Summative:*** | Unit Worksheet | | | | ***Summative:*** | | Test |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| SAE Project | | | | | SAE Project | | | | | | SAE Project | | | | SAE Project | | | | | SAE Project | | |
| Resources and Reflective Notes: | | | | | | | Notes: Students participate in on-going, culminating activities through FFA and SAE that are based on interest, ability, resources and acquired knowledge. | | | | | | | | | | | | | | | |