

Sample Responses PROMPT 1A

Secondary Science

[The **central focus** for this learning segment is the properties of gasses.

The **purpose** is for students to analyze relationships between the properties of gasses and justify those relationships using experimental evidence and the Kinetic Molecular Theory. Students will learn how gasses interact at the molecular and macroscopic level and understand how these properties influence the world. Students will learn about the kinetic molecular theory, which will be foundational for their understanding of gasses at the atomic level. Students will use those scientific principles to make connections to real-world phenomena such as tire pressure, breathing, and other daily occurrences. Furthermore, students will investigate gas-related phenomena in a laboratory setting, which will help them develop experimental skills and critical thinking skills which will be necessary as they interact with the world as scientists. The ultimate goal is for students to use scientific principles and experimental evidence to justify phenomena.]

Elementary Literacy

[The **central focus** of this learning segment is for students to be able to use story elements to aid their **comprehension** of a text. The **essential literacy strategy** we will be using will be identifying different story elements (character, setting, and major events) in different fiction books. We will be focusing on one story element during each lesson with time for individual practice in each lesson. The goal of this learning segment is for students to use some or all three story elements in order to improve their comprehension of a fiction text.]

Elementary Math

The **central focus** of my learning segment is to demonstrate to students how measurement is an important skill necessary in life. The **purpose** of my content is to prepare the students to solve real-world problems they may face that pertain to measuring length, weight, and capacity within the customary measurement system.]

Secondary English

[The **central focus** of the learning segment is to **analyze themes** using **arguments** to support claims with clear reasoning and relevant evidence. The **purpose of the content** that will be taught in the learning segment will be to use textual references to **deepen and develop students' abilities to construct meaning from, interpret, and, at some points, respond to a complex text**. This will be accomplished by supporting students in **constructing meaning** about the underlying themes of two source texts, **interpreting relationships** between narrative elements at work in these texts and the themes of the two texts, and, at times, using **personal response** to deepen students' understanding of thematic events in the source texts. To use the content to support the central focus, I will use Quickwrites, Exit Tickets, Discussion Questions, and an Argument Essay as learning tasks to lead students into making consistent and clear connections between **textual references** and **constructing meaning from and interpreting complex texts**. I will do this by incorporating these tasks into the learning segment **consistently** (Lessons 1-5) and using questioning and interactions among students to lead students to construct meaning about themes in both verbal and written products. Finally, I will use these materials to lead students to **interpret** the relationships between themes and

other narrative elements in the source texts. As can be seen in the Instructional Materials and Lesson Plan documents, students will be required to use and connect **relevant textual evidence** to arrive at and support their interpretations and constructions of meaning.]