CAP Activity Planning Template

(10th grade English)

What is the new knowledge? Specific learning objective?

Students will demonstrate the ability to read a non-fiction text and determine a position in response to the text. They will utilize language from the rhetorical situation (ethos, logos, pathos; audience, author, topic, voice, purpose) and will then be prepared to begin prewriting for an essay of argument. Students will read "Is Google Making us Stupid?" by Nicholas Carr, from the Atlantic, 2008.

What kind of elevated thinking do I want my students doing? *(from Kaplan)*

Circle your choices			
	★ Language of the Discipline	★ Details	Rules
Trends	★ Unanswered Questions	★ Across the Disciplines	Ethics
Patterns	Changes over Time	★ Big Ideas	Multiple Perspectives

The TASKS:

Type	Activity (highlight, underline, bold, etc., the common expectation)
C	Students will write and perform a skit demonstrating awareness of the rhetorical situation and the use of rhetoric in the reading. They may perform with or without dialogue but must narrate the performance using content terminology to demonstrate understanding.
A	Students will create an outline from the reading, emphasizing the rhetorical situation and use of rhetoric in the text. They will then discuss and indicate which rhetorical element was the most effective and why. They will share their decision with the class and must use content terminology in that presentation to demonstrate understanding.
P	Students will review the article they read searching for most and least effective rhetoric. They will then consider how the efficacy of the text might have shifted without the use of each rhetorical element, or without consideration of the rhetorical situation. They will discuss these questions and present their ideas to the class using and will use content terminology to demonstrate understanding as they share.

Assessment/ Common Rubric:

Accurate terminology, rhetorical situation was correctly identified, elements of rhetoric were cited and accurately articulated, effective collaboration in small groups, text evidence was appropriate

CAP Activity Planning Template

(9th grade World Geography)

What is the new knowledge? Specific learning objective?

Students will understand the physical geography of North America, including rivers, mountains, deserts, oceans, and will examine how humans impact the physical and ecological processes that shape North America. They will use content terminology to discuss the impact humans have on the physical world.

What kind of elevated thinking do I want my students doing? (*from Kaplan*)

Circle your choices			
	★ Language of the Discipline	★ Details	Rules
Trends	Unanswered Questions	Across the Disciplines	★ Ethics
★ Patterns	★ Changes over Time	Big Ideas	★ Multiple Perspectives

The TASKS:

Type	Activity (highlight, underline, bold, etc., the common expectation)
C	Through visual demonstration or through an original short story, small groups will demonstrate the impact humans have on the physical world on the North American continent. Students will use content terms to demonstrate understanding as they share with the class.
A	Small groups will examine the impact humans have on the physical world on the North American continent and will rank these impacts from most to least significant on the physical world. They will articulate these rankings to the class as they use content terms to demonstrate understanding.
P	Small groups will consider the impact humans have on the physical world on the North American continent. They will then discuss what the physical state of the continent might be without certain types of human impact (technology, waste, etc.). They will share their results with the class while using content terms to demonstrate understanding.

Assessment/ Common Rubric:

Content terminology used correctly, accuracy in impacts from humans on physical world, appropriate and effective collaboration

CAP Activity Planning Template

(7th grade Pre-Algebra)

What is the new knowledge? Specific learning objective?

Students will be able to identify and explain the importance of each step in solving an algebraic equation.

What kind of elevated thinking do I want my students doing? (*from Kaplan*)

Circle your choices	★ Language of the Discipline	Details	★ Rules
Trends	Unanswered Questions	★ Across the Disciplines	Ethics
★ Patterns	Changes over Time	Big Ideas	Multiple Perspectives

The TASKS:

Type	Activity (highlight, underline, bold, etc., the common expectation)
C	Students will work together to create a silent demonstration, utilizing symbols and vocabulary for each step of solving an algebraic equation, to demonstrate clarity about the importance of this process to solving an equation accurately.
A	Students will work in pairs to outline the sequence of actions taken when solving an algebraic equation. They will utilize symbols and vocabulary for each step of solving an algebraic equation to demonstrate clarity about the importance of this process. They will then discuss which step seems the most significant and why.
P	Students will work in pairs or small group to discuss the implications for this process if any one step of solving an algebraic equation does not happen. The students will utilize symbols and vocabulary for each step of solving an algebraic equation to demonstrate clarity about the importance of this process and the consequence of missing any step.

Assessment/ Common Rubric:

Demonstration of all required steps, quality of discussion and product upon presentation

CAP Activity Planning Template

(2nd grade Science)

What is the new knowledge? Specific learning objective?

Students will be able to identify examples from each state of matter and utilize related terminology when discussing each state. They will be able to explain the defining characteristics of the three states of matter.

What kind of elevated thinking do I want my students doing? (*from Kaplan*)

Circle your choices			
	★ Language of the Discipline	★ Details	Rules
Trends	★ Unanswered Questions	★ Across the Disciplines	Ethics
Patterns	Changes over Time	Big Ideas	★ Multiple Perspectives

The TASKS:

Type	Activity (highlight, underline, bold, etc., the common expectation)
C	Students will be able to either create a story board depicting a day in the life of each state of matter OR act out each state of matter with a partner. <u>They will need to use scientific terminology as they share their work with the class and will need to clearly identify each of the three states of matter while sharing defining characteristics.</u>
A	Students will be given pictures of objects (cars, trees, rivers, balloons, etc.) and will be asked to categorize each image in the appropriate column (solid, liquid or gas). They will have to explain why the placed each object. <u>They will need to use scientific terminology as they share their work with the class and will need to clearly identify each of the three states of matter while sharing defining characteristics.</u>
P	Students will consider all three states of matter and will discuss defining characteristics of each state. Then, they will talk about how things in our world might work differently if we did not have all three of these states. How would cars work with no gas? How could we hydrate with no liquids? <u>They will need to use scientific terminology as they share their work with the class and will need to clearly identify each of the three states of matter while sharing defining characteristics.</u>

Assessment/ Common Rubric:

Use of scientific vocabulary, defining characteristics for each state of matter, quality collaboration with peers