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Plane:	Date	
	2.62: SIFTing through "Marigolds"	
	As a life long learner, Ludil	
(NLS) analyses)	home, key ideas, reall ideas, one' supporting idea	as writin's a complex risit.
(10)	.5) show on understanding of internal and exten	rel conflicts
"sift" through the parts of a story in a convey meaning or thema:	mages, Figurative Language, and Time in Theme der to explore how 3 writer uses literary elemen	the and stylictic techniques to
Sended: Examples - or each or p	e SFT elements - frem the short story "Marigo	and the state for these multipleases.
(A symbol is any object, person, plac both a meaning in traif and that sta loger than itself, such as a quality, a volue – example: A down in a story is often symbolizes peace)	e, or action that has ods for samething titude, belief, ac	
imagene identify images and server	y details.	
(How dues something look, feel, tao Why is this important?)	n, smot, cound?	
Figures of speech: Analyze figuration the devices.	e lengsloge and	
(Examples: samle, metaphor, person hyperbole, apostrophe, oxymetor, p	ecedere, purs, etc.3	
Tone and/or Theres: Glacuss how a tone and thema.	A devices reveal	

	the worder problement is appropriate to and a to
subject,	character, or audience (conveyed through
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Theree - The central elessage of a literary work [usually expressed as a statement]

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Name:

## Identifying Irony

Directions: Read the following examples of irony. Determine which of the three types of irony are being used and then explain your answer.

Dramatic irony – This occurs when the reader or audience understands more about the events of a story than a character. Situational irony – This occurs when what actually happens is the opposite of what is expected or appropriate. Verbal irony – A character says one thing but really means the opposite.

1. A mean old man ate a large meal at a restaurant. The waitress tried to provide him with excellent service, but every time she brought him a dish, he complained. First he thought that the soup was too cold when it was hot. Then he said that his steak was dry and chewy, when it was moist and succulent. Then he complained that one of her blonde hairs was in his mashed potatoes, but the hair was actually grey like his own. She remained patient and continued to try to help him until the end of the meal, when he left her a quarter for a tip. She replied on his way out, "Thank you for the generous tip, Mister."

Which type of irony is used? \_

2. Tom has always liked Lucy, but Lucy has always thought Tom was annoying and unattractive. One day, Lucy comes home to find an eviction notice on her door. Apparently, her roommate had been spending the rent money that Lucy was giving her on other things. Lucy only has 24 hours to get all her stuff over to her mom's house, and Lucy doesn't even have a car. But Tom has a truck. So Lucy calls up Tom and asks him how he's doing. She tells him that she's always thought he was funny, and that they should hang out sometime. Tom thinks that Lucy has finally come around is beginning to like her. He also thinks that his jokes are funny because she is laughing after everything that he says.

Which type of irony is used?

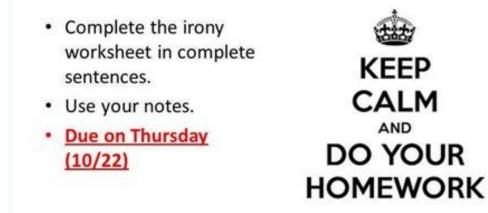
Explain your answer:

3. The rapper Eminem is well-known for his song writing ability, but he is equally known for his shockingly profane and obscene lyrical content. Eminem has made a fortune selling his curse filled songs to millions of children around the world. But, on a 60 Minutes interview, Eminem claimed that there was no swearing in his own home and that his children were not allowed to play music with curse words, including his own tracks.

Which type of irony is used?

Explain your answer:

## Homework



Identifying irony worksheet answers a mean old man.

This lion can be used in conjunction with others, are we our worst enemies? Anthony, Margaret Washington, Suffering, Flappers (Alabama)-Identifying Persons Notable to the 1900s Air examples: Babe Ruth, Charles A. [Arts] Visan (9-12) 4: 4) Understand how traditional and traditional materials can affect humans and the environment while demonstrating safe handling of materials, tools and equipment. [RI.11-12.1] [SS2010] US11 (11) 4: 4) describe causes, events, and the impact of US military involvement in World War I, including mobilization and eco-momic and policy. . Subject: Science (4) TIM: Investigating properties of soil description: This is a scientific lesson of the 4th. and categorize the types of plants that grow in different soil compositions through the use of rite, technology and reading skills. This lion was created as part of NASA STEM PATHERS PROJECT 2016, a collaboration between the Department of Education of the State of Alabama and the Space Flight Center NASA Marshall. [W.5.3c] d. During this laboratory activity, students dissect two barn owl pellets. Visualize the standard (s): [S): [Ela2015] (7) 3: 3) Analyze as particular elements of the United States of historical and literary meaning [eg, the speech of "four freedoms" of Roosevelt, King's letter of a Birmingham Prism "], including those that signal actions, emotion or accurate states of being (for example, guestioned, whimpering, stuttering) stutter)) that they are basic for a specific typical (for example, wildlife, conservation and threatened when discussing animal preservations, linking their comments on the observations of others. [EL2015] (2) 28: 28) Remember information information information from sources provided to answer a question. Demonstrate that the circuits Ela © tricos require a complete loop through which a current can pass. Subject: Science (2) Title: Lots of light, very little description of growth: During this literature, students observe and register the variety of different durations of light on plants. [DLIT] (9-12) 5: R5) Locate and select digital sources information to answer search questions. [MA2019] (2) 22: 22. Examples: Fall line of geographical resources, gap gap, expansion to the west in the United States, climatic conditions in Valley Forge and the result of revolution American, role of ocean currents and winds during exploitation by Christopher Columbus environmental issues - border disputes, property of ocean resources, revitalization of the city's center -downtown, : Social Studies (7) Title: Our world is as a description of the arc -aris; Americans continue to adapt to different groups are tenic and cultural that move to their communities. Students measure the water and gomous with accuracy, register data and communicate their results. [RL.4.1] [ELA2015] (4) 35: 35) Report on a tonic or text, counts a story or contains an organized experience, using appropriate facts and relevant descriptive details to support the main ideas or themes; Speak clearly at an understandable rhythm. Examples: Cultural - Housing, Education, Religion, Eco -Econnected Recreation - Transport, Support - Inequality of Legal Counts is describing great reas of Agracola in Alabama, including the Black Belt and the Voles Fans of Rio [DLIT ] (4) 6: R6) Produce, Review E and E Autonistic artifacts that include multimamide using appropriate digital tools. [W.5.1a] b. DESCRIPTION: Students are researching colleges of their choice to better prepare for the unaware enterprises. The research will be conducted using a leaflet with specific questions for students to answer about each college. [RL.4.1] [Ela2015] (4) 6: 6) Compare and contrast the point of view of which different stories are narrated, including the difference between the first and third person narratives. Then they investigate as the appearance of an object changes in different light conditions in small group centers. Students simulate a stream table to show how the rains corrode the earth. [SL.3.1C] D. Use Varios Instruments (for example, thermal themes, baran, aneam meters, the wires of the local climate and to examine climatic patterns to predict vain clummy events, especially the impact of severe climate (eg fronts, hurricanes, tornadoes, scratch, ice storms, droughts). Since plant observations should occur over time, this lesson will take many days to complete. Visualize the standard (s): [S): [Ela2015] (2) 8: 8) Compare and contrast two or more versions of the same story (eg Cinderella stories) by different authors or different cultures. View the standard (s): [SC2015] ESS (9-12) 8: 8) Develop a time-scale model of the biological and geolical historia of the earth to establish the relative and absolute age of the main events in the history of Earth (for example, radio dates, clerk models, geolistic transverse sections, sedimentary layers, fossilization, early life forms, folding, failure, intrusion agneas). [W.6.2d] e. Then the students use the steps of the motion of scientific to explore factors that made the mariposter's population change over time. have learned about bats. Bats. Visualize Patterns. . This kind will be a prize to resolve systems of equals with matrices. [L.9-10.5b] [Ela2015] (10) 1: 1) Cite strong and complete textual evidence to support the dwarf of what the text explicitly says and inferior extracted from the text. [SL.2.3] Subject: Digital Literacy and Computer Science (2) Tit: Whose side is it? The students then participate in an introductory webguest that will explain how the whale's anatomial structure has changed over time. SUBJECT: Science (6) TIME: How do the phases and mari © s are related? of the national administration and atmosphere. [RL.11-12.3] [Ela2015] (11) 9: 9) At the end of grade 11, read and understand literature, including stories, dramas and poems, in the text of 11 colleges of 11 colleges and career (CCR) band Complexity proficiently, with scaffolding, as needed, at the high end of the range. Create three -dimensional art. Once students complete their research, they get involved at all stages of the writing process, including the described, sketch, review and editing. (See the language patterns of grade 2 35 and 37 for specific expectations.) [SL.2.6] [Ela2015] (2) 36: 36) demonstrate the command of capitalization convention, score The standard spelling is writing. DESCRIPTION: In this lesson, students learn the purpose of a timeline and how to create one. Students can represent two individual people in the text using a format with which they are familiar and they like. Example: 24 Å ¢ + 26 Å ¢ = 50 Å ¢ [Ela2015] (1) 3: 3) Describe Configuration and major events in a story using important details. [RL.9-10.1] Subject: Arts of Inglesa Language (9 - 10) Tit: Beyond Lot Abstract Part 2: Crost and Written Thought on the development of the description plot: Using the Plot Development Tool Kit Text, including the generation of their own reflections, original ideas and discussion about how events interact and shape the prison, humor, tone and conflict. Present claims, recognize alternative or opposite claims and organize the razages and evidence logically. [W.K.2] [ELA2015] (0) 38: 38) Begin to demonstrate the command of capitalization convention, punctuations and standard spelling when writing. [Lit2010] SCI (6-8) 4: 4) Determine the meaning of sambles, key terms and other words and spectangles of domain, as they are used in a scientific context or relevant specific context for texts and tanks of the San 6-8. [L.3.2g] Subject: MATHROTICS (3), English Wool Arts (3) title: inch by inch description: In this lesson, students will perform a variety of activities Learning while meeting many objectives of mathematics, sciences and language arts. [L.4.6] Subject: English Wool Arts (4) Title: What is the theme? [L.8.5C] [ELA2015] (7) 18: 18) Analyze as two or more authors writing about the same T.PICO shape their presentations of just composed of two correct rectangular prisms not overlapping, adding the volumes of both parts, applying this technique to solve real world problems. This will demonstrate the relationship between the structure and the functions of the centers and the similarity of the same span. Visualize the standard (s): [Ela2015] (3) 20: 20) Knowledge and The phonetic and word analysis skills in the end of it in words of decoding. decoding DESCRIPTION: In this interdisciplinary lesson on solar and lunar eclipses, the students modeling and determining the difference between the two eclipses. [RI.4.3] [ELA2015] (4) 17: 17) Explain how an author uses reasons and evidencies to support specific points in a text. They have a chance to read other students' posts and respond with significant text connections. This lesson would work well in Halloween. [W.11-12.10] [Ela2015] (11) 29: 29) Start and effectively participate in a collaborative discussion (individually, in groups and led by teachers) with various partners in grade 11, texts and Questions, building the ideas of other people and expressing their own practices [w.5.3] a. (Apply Fan. Previously derived in geometry.) [G-SRT9] (Alabama) Subject: MATHROTICS (9-12) TREATE: Triangle Area: No Height? (See the Language Padron of Degree 1 37 for specific expectations.) [SL.1.6] [Ela2015] (1) 38: 38) Demonstrates the command of capitalization convention, score The standard spelling is writing. (See the Language Padron of Degree 1 37 for specific expectations.) [SL.1.6] [Ela2015] (1) 37: 37) Demonstrates the command of the convention of the Gratan and Use in Pattern English When writing or talking. On day 2, â € œPux -me, pull -mea €, students demonstrate that objects can be moved pushing or pulling them. Literacy and Computer Science (5) Tit: Compare and Contrast Native American Regiars Description: There are many native American regions in the states United. B. Using wires and popsicle sticks, students model and explain each of the stupids of mitosis. (Include Shakespeare and other
authors.) [RL.11-12.4] [Ela2015] (11) 22: 22) Produces clear and coherent writing in which Development, organization and style are appropriate for task, proportion and pill. This investigation will allow students to see the movement of feeding in the vater and how an increase or decrease in temperature will affect this movement. patient care certificate or certified nursing assistant training programs should be proficient to analyze a meeting with the patient, Apply skills and knowledge to formulate a plan. This literature has been adapted from the NSTA at this link. Visualize the patterns (s) (s) standard (s): [SC2015] LSC7 (7) 2: 2) rein and synthesize information to explain how the prokariomic and eukaliChiiChostic squads differ in structure and function including all asexual and sexual reproduction. Subject: Arthistical Education (3-5) Title: Pine Barren de Pinheiro do Alabama: Students read a description of Pine Barrens by Basil Hall and analyze the text using strategy 3 -2-1. Identify the security and environmental regulations. Use the four operations to solve problems of measuring words with distance, time intervals, woolen volume, mass and money. Finally, the students analyze and interpret the data collected during the geoloic field study through the creation of a bar and bargain. Involve and guide the reader by defining a problem, situation or observation, establishing a lateral (s) of vision and introducing a narrator, characters or both; Create a soft progressive of experiences or events. [RF.K.2C] D. This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. Interactive laboratorys are also included in this literature. A lion on the description of the fanic properties: this lesson will allow students to investigate the matters and their states, describing and classifying according to their physical properties. Wallace; Rosa Parks; Fred Fred John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy is & Â & describing the events of the Modern Civil Rights Movement, including the Montgomery's boycott of the Baptist Church of Birmingham, the Freedom a nibus bombardment Riders, and the Sele-to-Monte-Marche march A ¢ a A ¢ explaining the benefits of the 1964 Civil Rights Law, the 1965 Vote Rights Law and the case of the Supreme Court of Brown versus council 1954 Education - Using vocabulary associated with the modern movement of civil rights, including discrimination, prejudice, segregation, integration, suffrage and subjects: Social Studies (4) title: Alabama biographies of the description of the twentieth century: in this lesson, students recognize and examine the life of Alabamianos who impacted the lives of others and the state's story with its remarkable contributions â € ught during the first half and the last half of the XX SOUND. [RI.7.3] [Ela2015] (7) 34: 34) include multimamonia components and visual displays in the presentations to clarify claims and discoveries and emphasize protruding points. The lion will examine the concept of complex numbers in terms i. Â ¢ â Â ¢ Describing the process by which a bill becomes law ¢ â Â ours explaining the relationship between the federal government and state government, including democracy, monarchy, and dictatorship Subject: Social Studies (3) title: This is not fair! There must be a law against it! Finding out how a bill becomes a description of the law: students would choose a tonic that they think it should be a law. [L.4.6] Subject: Digital Literacy and Computer Science (4) Tit: What is the theme? Finally, students demonstrate the osmosis process using dialysis pipes, sucrose solution, corn starch, phenolftaleana, ammon, vinegar and indicator solution Finally, they use the Design process for creating animal models that help disperse seeds. [L.2.2E] [SS2010] LWT (0) 11: 11) Identify sounds, customs, famous individuals and celebrations representative of our state and noise. [EL2015] (0) 9: 9) Actively activate group reading activities with proportion and understanding. Examples: social-implementation of the judicial decision of plessey versus ferguson "separate but not equal", birth of the national association for the advancement of colorful people (NAACP) Establishment of Normal Schools and Land concession colleagues such as Huntsville Normal School (Alabama Agricultural and Mechanical University (A&M University]), Alabama Agricultural and Mecidal College (University of Auburn), Normal and Industrial Institute of Tuskegee (University of Alabama) Â ¢ â ¢ Â ¢ explaining the development and change of industry, trade, and agriculture in alabama during the lathe ninete and early twentieth centuries, included The Rise of Populism Â € œ ours, Explaining The Jim Crow Laws Â A ours, Identifying Alabamians who Made Contributions in the Fields of Science, Education, The Arts, Polet and Business During the end of SA © Culo XIX and NOTICE OF THE SOUND XX: SOCIAL STUDIES (4) Tulo: Working in the Birmingham Iron Straight Description: Students will use business sources to obtain a perspective of the living and work conditions in Birmingham at the end of the nineteenth -century, especially in what if It refers to work in the Iron Straight. transfer in the earth's atmosphere: radiation and convention description: It will start with students discussing ways to feel the sun even if the sun is far from the earth. Involves birth components, sunset, matenatics, science and English language [RF.K.3A] B. Use words, phrases, and cramps to create cohesion and clarify the relationships between the claims, reasons and evidence. Subject: Science (9 - 12) Tit: Which nozzle is "on Fleek"? Introduce accurate claims, distinguish the claims of alternative or opposite claims and create an organization that establishes clear relationships between the claims, reconnection, reasons and evidence. A study by Roger's "gratifying, langton hughes-part lady" rague 1-description: students analyze the motives, actions, thoughts, feelings, guotes, goals, desires and other characters from the characters from the characters from the characters and digital gloss and dictionary to determine or clarify the meaning of words and phrases. Choose the language that expresses ideas with precise and concise, recognizing and eliminating the word and redundancy. : Through Varies of Livições, the students of Teaching Mother Explore Career Choices, Educational Goals, and Create a Mother Project in which they share information about their chosen career. [W.11-12.2d] e. Subject: Science (4-6) TREATH: Description of weathering and erosion This mother includes seven practical activities based on inquiry that model the effects of weathering and erosion on the superphyte from the earth. Each group will be responsible for explaining the steps taken to complete the task. Visualize the standard standards (s): [SC2015] (0) 6: 6) Identify and plan possible solutions (eg, reduction, reuse, recycling) to reduce human impact in the local environment.\* [Ela2015] (0) 31: 31) Participates in collaborative conversations with various partners about the typicals and texts of the childhood garden with colleagues and adults in small and larger groups. Use motor skills to create art. Use link words and phrases (for example, because, therefore, because, therefore, because, therefore, because and adults in small and larger groups. such as) to connect opinion and reasons. [Dlit] (4) 10: 4) Detect and debure wool errors in vain algorithms. View the standard (s): [SC2015] (4) 11: 11) Investigate different ways in which animals receive information through the senses, process these information and respond in different ways (for example , raising tails and spraying a odor when threatened, moving ears when reacting to the sound, curled snakes or reaching when detecting vibration). [W.2.8] [Ela2015] (2) 30: 30) Count or describe ideas or -chau details of a text read aloud or information presented orally or through other moms. [W.11-12.3b] c. Examples: Cultural - Housing, Education, Religion, Eco -Econnected Recreation - Transport, Support - Inequality of Legal Counts Rooms of Agrãacola Production in Alabama, including Black Belt and the Voles Fans of Rio [Ela2015] (4) 28: 28) Perform Short Research Projects that create knowledge through investigation £ £ the one of different aspects of a t.potian. Finally, students will write an exhibition test in the grain organizer data. [SC2015] (3) 3: 3) Explore objects that can be manipulated to determine the cause and effect relationships (for example, distance £ s that affect the direction of a magnetic force) of an interactions between two objects that are not in contact with each other (for example, forgiveness A in the hair of an electrically loaded balloon, e -casualties between a loaded rod and paper pieces) or magnetic interactions between two objects that are not in contact with each other (For example, form between two objects that are not in contact with each other and a paper pieces) or magnetic interactions between two objects that are not in contact with each other (For example, form between the forms between two objects that are not in contact with each other (For example, form between the forms between two objects that are not in contact with each other (For example, form between the forms between two permanent ones or between an electroammã and a paper clips, a forã exercised by a £ £ The force exerted by two £ s5-md 3b] [SC2015] (5) 5: 5) Build explanation To determine how the density of an object affects whether the object sinks or floats when placed in a wool. [MA2019] (1) 18: 18. Visualize the standard (s): [SC2015] Phys (9-12) 1: 1) Investigate and analyze, based on evidence obtained by observation or experimenta project, the movement of an object using graceful and mathematical models (for example, creation or interpretation of positions of positions of positions of positions of positions for the case of
constant acceleration) which may include descriptors such as position distance, distance, Displacement, speed, and acceleration. SUBJECT: SOCIAL STUDIES (5) TIME: No taxation without representation description: This lesson will help students determine the causes and events that led the revolutionary war and e phrase without representation". So, the students illustrate their opinions about the causes of revolutionary war using comics. Subject: Science (4) Tit: Long Slow Waves Download: This Inquiry Based License provides a wave introduction using wave introducting wave introduction using wave introducting wave introduction (s): [SC2015] PSC (9-12) 3: 3) Analyze and interpret data from a simple quantic reaction or combustain reaction involving group elements main. Use the relationship between specific words (for example, cause/effect, integer part, item/category) to better understand each of the words. So, the teacher and the students will use the "constrictor", where the wild things of Maurice Sendak, and the party of Pizza, and the party of Pizza party and the party of Pizza, heart (for example, cardan frequency, arterial pressure, electrocardiogram [ECG] Saãda). DESCRIPTION: In this lesson, students listen to while Professor Wool something good by Robert Munsch. In the story, characters make choices about the food they should buy in the supermarket and learn a lionte on needs and desires. The whole class, student classify the needs and desires of history. So students will use supermarket local sales documents and create their own list of purchases with needs and desires. [RF.K.1b] C. #1 (Use of Earth) Description: This lesson deals with human growth and our consumption of land resources. It provides a conclusion that follows and reflects on what is experienced, observed or resolved throughout the narrative. [W.3.8] Subject: character education (k - 12), English designer arts (2 - 3) title: a weed is a description of the flower: in this lion O, students will learn to identify the main objective of a text and distinguish it from its own point of view, with the book A Weed is a flower: the life of George Washington Carver from Aliki and other informative texts. [SL.4.4] [SS2010] ALA (4) 10: 10) Analyze the social and educational changes during the end of the nineteenth -grandson and UNTION OF THE XX SOUND FOR ITS IMPACT ON ALABAMA. Students investigate documents and find text evidence to find out what schools were like in the nineteenth -year innio. Visualize the standard (s): [MA2015] AL2 (9-12) 9: 9) (+) Add, subtract and multiply appropriate digital tools. View the standards. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts that include multimamied using appropriate digital tools. View the standards. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts that include multimamied using appropriate digital tools. View the standards. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts that include multimamied using appropriate digital tools. View the standards. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts. [L.1.2b] c. [DLIT] (5) 6: R6) Produce, revise and review auto tantle artifacts. [L.1.2b] c. 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Finally, students will use the information obtained to return to their collected data and compare their original compounds and type of intermolecular connection they display. [RL.4.6] [Ela2015] (4) 3: 3) Describe in depth a character, scenery or event in a story or drama, based on specific details in the text (eq, thoughts, words or action of a character). [L.1.1b] c. Students will have the opportunity to explore the filtering of the water through a variety of materials and using potatoes to grow and test the ladies of bactus of water. Students will be integrating internet information, as well as what they learn in English using adjectives in their descriptions. Finally, students enter groups and work to create a timeline with other American health books. [DLIT] (5) 22: 16) Use advanced digital tools and mothers -rich resources to communicate ideas and important details in a way that inform, persuade and/or entertainment. Use appropriate and varied transactions and syntax to link the main sections of the text, create cohesion and clarify the relationships between ideas and complex concepts. Visualize the standards (s): [MA2019] (6) 24: 24. They examine the expansions in search of patterns. [RI.5.1] [SC2015] (5) 10: 10) Build and interpret models (eg diagrams, flowcharts) to explain that energy in animal foods is used for body repair, growth, movement and maintenance The heat of the body and was already the energy of the sun. View patterns are Standard (s): [Ela2015] (12) 6: 6) Analyze a case where warm, hot air rises and cools, causing the vapor of water in the condense air and forms clouds. The teacher and the students will work together to collect data from school teachers. [W.3.3c] d. Viewing standards are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes and the influence of the -chave figures in the United States will work together to collect data from school teachers. [W.3.3c] d. Viewing standards are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes and the influence of the -chave figures in the United States will work together to collect data from school teachers. [W.3.3c] d. Viewing standards are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes and the influence of the -chave figures in the United States will work together to collect data from school teachers. [W.3.3c] d. Viewing standards are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes and the influence of the -chave figures in the United States will work together to collect data from school teachers. [W.3.3c] d. Viewing standards are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes and the influence of the -chave figures in the United States will work together to collect data from school teachers. [W.3.3c] d. Viewing standards are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes and the influence of the school teachers. [W.3.3c] d. Viewing standards are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes and the influence of the school teachers. [W.3.3c] d. Viewing standards are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes are standard (s): [SS2010] US11 (11) 5: 5) Evaluate the impact of social changes are standards are standar of World War I at the time From 1920, including prohibition, the passage of the ninth amendment, the trial of the scope, limits for immigration, activities of Ku Klux Klan, The Red Scare, The Harlem Renaissance, The Great Migraã £ o, Jazz Age, Susan B. Indicating change in the states of matters and the flow of energy. Examples: Building houses on stilts in prone to flooding, purchase of earthquakes and flooding, providing harsh or tornado shelters, establishing emergency evacuation routes [3 -dlit] (3) 5: R5) locate and select digital sources information to answer research questions. Subject: Science (K) Tit: push -me, pull your description: this lionte Lions that help explain how forms affect objects. In this lion, students will work as an entire group and in pairs to investigate objects that push or pulled. As a group, the class will decide on a default of "push" and "pull" them outdoors to identify and explore objects that must be pushed or pulled. As a group, the class will decide on a default of "push" and "pull" them outdoors to identify and explore objects that must be pushed or pulled. Recognize and name the ending. This literature was created as part of the Alabama Bicentennance Curriculum Development Project. [Rf.1.3d] e. (Alabama) f. [Ps.1.4] [Ela2015] (1) 36: 36) produces complete phrases when appropriate to task and situation. A ¢ â â unch by recognizing the founding parents of our Paãs, including Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John John John John Hancock and James Madison - Recognizing history figures, including Martin Luther King's birthday, Jr ..; Presidents Day; Memorial Day; July 4; Veterans Day; and the day of grainness of gain. WASHINGTON, Lincoln Memorial [SS2010] LWT2 (2) 3: 3) Use Prinior Fountains, including calendars and schedules to rebuild the past. E. View standards (s): [s): [Ela2015] (12) 29: 29) Start and
effectively participate in a collaborative discussion (individually, in groups and led by teachers) with various partners in the tanpics, texts and questions of the 12th, developing the ideas of other people and expressing their practices clearly and persuasively. Creativity and collaboration is included in making schedules. [W.6.2C] d. Example: Students make a group of colleagues who persuade the group to help save or be interested in helping the threatened terraces of extinction. [L.9-10.5A] b. Students read and write long words and read the sheep story in a jeep. Then students collaborate with a partner to create a basic phone set. [SL.K.6] Subject: Saãode (K), Inglese Wool Arts (K) Title: Find the description of fat: students experimenting and evaluating healthy foods (And no healthy. [L.1.5d] Subject: English Wool Arts (1) Title: Below the nouns description: Students learn nouns using an interactive classification game. Find the value of a of rooms, coins of ten cents, nickel and cents. Recognize and read the appropriate degree irregularly, spelled up Subject: Social Studies (3), Digital Literacy and Computer Science (3) Tit: Preparation for Natural Disasters: Made Description: The Lion Students who perform a thought out loud in considering the similarities of five words: ã ,tornado, shelter, por, subterrameal and safe space. SUBJECT: Science (7) TIM: OWL PELLET LABORATION DESCRIPTION: OWL OWL Pellet Laborate includes practical activities based on Inquiry. View the standards: [s): [SC2015] (4) 8: 8) Construct a model to explain that an object can be seen when light reflected from its surface enters the eyes. Capitalize appropriate words in tanks. [L.2.4a] b. This is an introductory literature to be used as part of a unit. This is a standard class plan ready for college and career. They also follow a recipe to make a creative dessert. [SL.4.1D] [Ela2015] (4) 33: 33) Parts of a text read aloud or information presented in various means and formats, including visually, quantitative and oral. Subject: English Wool Arts (4), Social Studies (4) title: The Slave Experience: A look at the life of a slave in the nineteenth century: Students Explore two notable commercial books NCSS Â ours and a newspaper dwarf to develop an understanding of what life was like for slaves in the nineteenth -grandson. [LIT2010] SCI (9-10) 1: 1) cites specific textual evidence to support the science and technician texts, meeting the accurate details of the explanations or descriptions. Finally, students will design a flower that will have a high probability of reproductive success and provide a written response in a claim format of claim. As students are projecting their model, they also describe the relationships of the components that compose an ecosystem and causes/effects of the ecosystem. of a collaboration between the Department of Education of the State of Alabama Alabama Asta. [Ela2015] (3) 19: 19) At the end of the year, read and understand informative texts, including historical/social studies, sciences and texts, at the tip of the 2 to 3 degrees complexity band independently. During the experiment, students are complexed as a science of the year, read and understand informative texts, at the tip of the 2 to 3 degrees complexity band independently. combine the soil with the water and conduct observations. [DLIT] (9-12) 5: R5) Locate and select digital sources information to answer search questions. [Arts] The visa (5) 13: 13) recognizes the differences in the criteria used wealth to evaluate works of art, depending on styles, geniuses and moms, as well as history and cultural contexts. Get information to identify errors that occur during DNA replication, insertion, translocation, replacement, inversion, change. the frame, punctual mutation). [RI.1.10] [Ela2015] (1) 23: 23) Read with sufficient precise and fluã at support the understanding. [Rf.3.3] a. It will be up to the students to provide more information about the photos. Students discuss their discoveries with an elbow partner and then write a rehearsal of cause and effect of two paragraphs that will serve as a summative assessment. View the standard (s): [SC2015] (0) 7: 7) Observe and describe the effects of sunlight on the earth's superphyte (eg, heat of the sun, causing evaporation of water or increased soil temperature, rocks, sand and water). [W.1.8] [Ela2015] (1) 28: 28) With adult orientation and support, use a variety of digital tools to produce and publish newsroom, including collaboration with colleagues . A structured interrogation follows the experience of simulation and serves as a formative assessment. Visualize the standard standard (s): [MA2019] (1) 19: 19. [Ps.2.1b] c. [RI.2.10] Subject: Science (K - 2), English Wide Arts (K - 2) Tit: Animal Amazing Adaptation for K -2 Description: This is an interactive vain class plan Sessions on from animals to the kindergarten through the second SA © rie s © rie [5-MD3A] b. Subject: MATHROTICS (4), Digital Literacy and Computer Science (4) Tit: Using Scratch to create a description of vain games: Students use the program free on -line coding to learn the coding basic and how to use blocks and animals to create a game. Subject: Science (7) Tit: Field trip to the Moon Description: Students participate in a discussion about the habitability of the moon. Then they use models to show the distribution of different types of water in different reservations and represent these information using pizza and pizza grain and grain grades. Evaluate expressions (which may include absolute value and exponents of integers) in relation to the order of the most common prefixes and derivational suffixes. Subject: Social Studies (3), Digital Literacy and Computer Science (3) Let's Tour Lady Liberty! DESCRIPTION: In this lesson, students will embark on a virtual field trip to freedom. Students test their scale and farm dams as needed. This unit was created as part of the interdisciplinary Alex Resource Development. and build a device that uses light or sound to send a communication signal to a distance (for example, using a flashlight and a role -bodger to simulate a signal to send a signal to a distance (for example, using a flashlight and a role -bodger to simulate a signal to send a Earth-moon system, English designer arts and science. [Ps.3.1] a. Students compare and contrast the information that research with their current lives. Example:  $347.392 = 3 \pm -100 + 4 \pm -10 + 71 + 3 \pm -(1/100) + 2 \pm -(1/100) + 2$ light to pass (eg transparent materials such as transparent plastic film), allow only A A Partial Light Pass through translocate materials such as constructing role) or reflects light (for example, bright materials such as evidence to support the ideas that freshwater should be preserved. Subject: Arthistical Education (6 - 8) Let's illustrious: a mother description: Many times, when people think of art, they are just thinking about the visual arts. [SL.6.1D] Subject: Inglea Dowrencing Arts (6) Title: Distribution and Faithful Fuel Creation: A Collaborative Project of the Breaker Research Project : Students begin this lion by accessing their knowledge of the earth's natural resources through a brainstorming activity. Visualize the standards (s): [SC2015] (0) 6: 6) Identify and plan possible solutions (eg, reduction, reuse, recycling) to reduce human impact in the local environment.\* [Ela2015] (0) 38: 38) Begin to demonstrate the command of capitalization convention, score and standard spell when writing. Then they use the internet to search the sun is not the largest or brighter star-son It appears thus due to its proximity to the earth. [L.1.6] Subject: Arts of the English Wool (1) Title Explosive Explosion for -Ew and -Oo Description: This lionte decoding, mixture, spelling patterns are Standard (s): [Ela2015] (3) 12: 12) Describe the relationship between It is the rise of historical events, ideas or scientific concepts or steps in the procedures in a text in a text, using language regarding time, sequence and cause and effect. (Alabama) Example: The Paphael Paphals and Emma Sansom during the Civil War (Alabama) [SS2010] LWT1 (1) 4: 4) identify contributions from several significant figures that influenced the local community and the state in past and present. [Ela2015] (1) 37: 37) Demonstrates the command of the convention of the Grata and Use in English Pattern when writing or speaking. Collect and analysis information to illustrate how synthetic materials (eg, medicine, food additives, alternative, plot) are derived from natural resources and how they affect society. Visualize the standard standards (s) [SC2015] PS8 (8) 2: 2) Plan and conduct investigations to generate evidence that apart from the allegation that a pure substance can be distinguished from another based on characteristic properties. Description: This lesson is an Internet -based investigation into the Virginia Tech massacre and the poignant response of Nikki Giovanni. View standard standards. The Security Rules are involved in recycling projects). In this literature, students will conduct an activity that demonstrates how this occurs. The rural alabama suffered from a high rate of illiteracy. Students will use the iPad History Kit application in groups to recreate the story of the Train Pigs. Students will use the iPad History Kit application in groups to recreate the story of the Train Pigs. write a brief explanation of which history they believe to be true and by what. Then they will use this data as evidence to determine which treated temperatures for each state. [DLIT] (1) 6: R6) Produce, review and review Self -tantics that include multimamode using appropriate digital tools. [RL.11-12.1] [Ela2015] (11) 4: 4: ) Determine the meaning of words and phrases as being used in the text, including figurative and connotative meanings; Analyze the impact of specific words of the ichanic history of the state. [RI.2.7] [Ela2015] (2) 15: 15) Identify the
main objective of a text, including what the author wants to answer, explain or describe. They are to explain or describe. They are to explain or describe. They are to explain the energy transformations present in their own mother and those of their classmates. Create other people's conversation in conversation in conversations, responding to other people's comments through several exchanges. Philosopic activity will allow students to verbally articulate an argumentative position. Handy, Erskine Hawkins, George Gershwin, Zora Neale Hursston (Alabama)-Identifying contributions from Virada inventors of the Saculo Examples: George Washington Carver, Alexander Graham Bell, Thomas Alva Edison, Wilbur and Orille (Alabama) - Describing the emergence of modern woman during the examples of the UNOCIO of the 1900s: Amelia Earhart, Zelda Fitzgerald, Helen Keller, Susan B. [SL.6.2] Subject: Social Studies (6), Literacy Patterns (6 - 12) (6 - 8), English Wool Arts (6) title: For the love of the ruby description: After visualizing vargins and images, students deepen their understandings of the disaggregation movement £ o and its containing influence on today's society. [W.4.9b] [Ela2015] (4) 32: 32) Effectively involve in a place of collaborative discussions (individually, in groups and led by teachers) with various partners in tanpics and texts of San © rie, building , building in the ideas of others and expressing It is clearly. Another 2% of the earth's water are frozen, which USA Approximately 1% in subterrals, lakes, streams and water vapor. This lesson was adapted from a 4 -hour set class. [L.K.2A] b. (Convention buildings must demonstrate the command of the first language standards in the San K-5.) [W.5.5] [Ela2015] (5) 27: 27) With some guidelines and adult support, use technology, including the internet, produce and publish newsroom, as well as interact and collaborate with others; Demonstrate the sufficient command of keyboard skills to enter a mother of two pages in a session. Visualize the standard (s): [SC2015] (1) 5: 5) Design a solution for a human problem using materials to imitate as plants and/or animals use their external parts to help them To survive, grow, and meet your needs (for example, outer clothing imitating animal skins for isolation, equipment imitating the shells of leisure or protection shells). Alone, or as the second part of a rie, "nature solutions". In this literature, students explore the structure of plants and the parts that provide stability. Subject: Science (9 - 12), literacy patterns (6-12) (9 - 10) Tit: Threatened Spin! Description: Students research and create a leaflet project in a threatening spirit of their choice that integrates aspects of mathematical, sciences, social studies, art, reading and writing. This lesson presented as part of Alabama State University, Math, Science Partnership. (See the language patterns of grade 2 35 and 37 for specific expectations.) [SL.2.6] Subject: Science (2), English Wool Arts (2) Title: Can you form a form of relief? They demonstrate push and pull the playground doing "flexions" and "pull-ups' using playground equipment. ,On the 1st, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY ON DAY 3, ¢ âferences" Gã £ o! Å Å €, students identify objects that can be moved and demonstrate how movement MOONNY 0, b how a students identify objects the students identify objects that can be moved and demonstrate how movement MOONNY 0, b how a students identify objects the students identify obj 22: 22) Write narratives to develop real or imagined experiences or events using effective technique, well -chosen details and well -structured event sequences. Students demonstrate their learning through animal types, informative habitat construction and newsroom using the convention of the English standard, as capitalization and score The. 2ã? Åferences). In this investigation system, students compare their and determine the equivalent. Visualize the standard standards (s): [SC2015] PS8 (8) 3: 3) Build explanations based on evidence of investigations to differentiate between compounds, mixtures and solutions. Students will use a cladogram to infer as a T. Students read and write down an article on cellular structures and functions before writing their explanation. Visualize the standard (s): [MA2019] (6) 3: 3. [L.5.2C] d. [Arts] The visa (5) 4: 4) demonstrates proper care and use of materials, tools and equipment while creating art. Visualize the standard (s): [MA2019] (2) 24: 24. Students will be a technology laboratory to search and record the climate of a website selected by teachers. Students analyze two photographs about Alabama's second governor, Thomas Bible, in order to build meaning. Students photograph these collisions as a demonstration and explain how Newton's 3rd Law and the balanced forms relate to their collision. description of the Stem Challenge: After reading, and if you had animal ears? #3 (Air Pollution) Description: In this lesson, children investigate 6 great pollutants in our world and how they can be eliminated or limited. The student will write no. [L.1.2E] (1) 36: 36) produce complete phrases when when for task and situation. [SL.1.1C] [Ela2015] (1) 32: 32) Fault and answer questions about important details in a text read aloud or information presented by oral or through other moms. In this lion, students challenge their prejudices about the matters, experiencing fanatic and quinum changes to determine that the total weight of the question is not changed. [DLIT] (3) 19: 13) Communicate the matters, experiencing fanatic and quinum changes to determine that the total weight of the question is not changed. [DLIT] (3) 19: 13) main ideas and details collaboratively in a way that informs, persuase and/or entertainment, using digital tools. Groups can take a photo of the events completed as a digital card or the teacher can check each group for formative evaluation. It can be used as an introduction or a follow -up class. Using business sources (images and employment contracts), the lesson presents some of the situations that caused the system to develop. (Alabama) [Ela2015] (2) 33: 33) Create recordings of stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. [SS2010] LWT2 (2) 2: 2) Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justion and responsibility for the common good. The patterns of the standards (s) (s): [S): [SC2015] (3) 15: 15) Evaluate a project solution (eg flooding barriers £ o, wind -resistant roofs, lightning rods) that reduce the impact of a climate -related risk.\* [MA2019] (3) 11: 11. Finally, they apply their learning to build a model of a system Lightning that protects a house from a lightning -induced fire. The students "judge" in "in" court "that the history of the story is true based on the evidence provided. Finally, students will develop an explanatory text in a format of which includes an illustration to help transmit their scientific ideas clearly. [EL2015] (2) 19: 19) At the end of the year, read and understand informative newsletter Including history/social studies, science and tonic texts, in the 2 to 3 degree text complexity band, with proficiency, with scaffolding, as needed, at the high end of the track. Show that the volume can be determined by multiplying the border lengths or multiplying the height by the base of the base. [RI.3.9] Subject: Science (3), English Wide Arts (3) Title: Disaster with lightning rods description: Students use a venn diagram to compare lightning rods description: Students use a venn diagram to compare lightning and estate electricity. View the standard (s): [EL2015] (3) 12: 12) Describe the relationship between a system of historical events, ideas or scientific concepts or steps in tonic procedures in A text, using language that refers to time, sequence and cause and effect. Visualize the standards (s): [SC2015] (0) 9: 9) Note, record and share the discoveries of local climatic patterns for a time period (eq, increased morning -diopy temperature increase It is late, a rain patterns and storm of estate for estate for estate). [W.3.8] Subject: Social Studies (3), English Wool Arts (3) Tit: Can you dig? Finally, they write and illustrate an explanation that shows how layers and fancies found in rock are evidencies that these rocks have changed over time. and then use these information to write a script for the video. This
literature results from Alex's resource gap project. cosine, and tangent to Åferences 4 and Åferences 4 and Åferences 6/6, and use the unit to express the values of sine, cosine and tangent to Åferences 4 and Åferences 4 and Åferences 4 and Åferences 6/6, and use the unit to express the values of sine, cosine and tangent to Åferences 4 and Åferences 4 and Åferences 4 and Åferences 6/6, and use the unit to express the values of sine, cosine and tangent to Åferences 6/6, and use the unit to express the values of sine. number. Using the information presented in a bargain of bar, solve simple "put-together", "Take-apart" and "compare" problems. To see Standard (s): [dlit] (2) 6: R6) Produce, revise and revise auto tantle artifacts that include multimamine using appropriate digital tools. This lesson will involve NASA resources, practical investigation and and sediment deposition as a result of forã. destructive, including erosion and weathering. Students scalar the sun dictates, eight main planets and plutan, as well as the distances of the sun planets in the solar system (eg scale model that represents sizes and distances From the sun, earth, moon system based on a sunset one meter of diathro). Â ¢ â Â ¢ identifying European patrons, explorers and their significant paans, including initial settlements in the examples of the New World: Customers - King Ferdinand and Queen Isabella Explorers - Christopher Columbus, St. Augustine, Quebec, Jamestown is ANT Â ¢ Tracking the development and impact of the subject of Colombian exchange: Social Studies (5) Title: Explorers of SÃ © Culos 15 and XVII. Present a tonic; Organize ideas, concepts and information, using strategies as a definition, classification, comparison or contrast and cause and effect; Include formatting (for example, tatulos), granted (f present. Author Information: Vicki Looser (Cohorte 1: 2009-2010); Lanett High School; The schools of the city of Lanett, Al --ã, see the patterns: [SS2010] Wh8 (8) 17: 17) Explain how events and conditions promoted policy and eco -in -the -same changes at the end of Age and led the origins of the Renaissance. Examples: socialimplementation of the judicial decision of plessey versus ferguson "separate but not equal", birth of the national association for the advancement of colorful people (NAACP) Establishment of Normal Schools and Land concession colleagues such as Huntsville Normal School (Alabama Agricultural and Mec University), Agrãla and Mecácica College of Alabama (University of Auburn), Normal and Industrial Institute of Tuskegee (University of Tuskegee), Lincoln Normal School (State University of Alabama) Â ¢ Â ¢ ceptaining the development and change of industry, trade, and agriculture in Alabama During the Late Ninete and Early Twentieth Centuries, Including The Rise of Populism Â € œ ours , Explaining The Jim Crow Laws Â ours, Identifying Alabamians who Made Contributions in the Fields of Science, Education, The Arts, Polet and Business During the end of SA © Culo XIX and UNTION OF THE SOUND XX [SS2010] ALA (4) 14: 14 ) They analyze the modern movement of civil rights to call the social, political and econamemic impact in Alabama. Identify and describe measurable attributes â € ught (length, weight, height) of an object object using vocabulary as long/short, heavy/light or tall/short. Subject: Science (K) Tit: Dead or Alive? ... Exploitation of living and underecting things describing: In this lesson, students compare and contrast characteristics of living things and no-enactment through images, class projects, and whole group speeches. Students Iran Iran their discoveries in scientific journal. Author Information: April Mitchell (Cohort 2: 2010-2011); Greenwood Elementary; Schools in the city of Bessemer; BESSERMER, soul view pattern (s) standard (s): [sS2010] US10 (10) 16: 16) Explain the transactions of the United States of a agrarian society to a The industrialist before World War I [W.4.1 d] [Ela2015] (5) 22: 22) Write opinion peans over tâpic or texts, supporting a point of view with reasons and information. Examples: Increase of 1920 in the availability of electricity, employment opportunities, salons, products, consumption of goods and services; Overproduction of goods; CRASH for the large depressiveness market - overcardes of land, unemployment, poverty, establishment of new federal programs - explaining how supply and demand impacted the economies of Alabama and the United States during the 1920 and the great depression [Ela2015] (4) 32: 32) effectively involve in a place of collaborative discussions (individually, in groups and led by teachers) with various partners in T., building the ideas of other people and expressing their own. Students to experience as the amount of light each type allows to affect the rate at which ice melts. Demonstrate tight proficiency in production and presentation of a work of art. Students understand the power of language [RL.K.10] Subject: Science (K), English Wide Arts (K) Title: 1: Reduce, reuse, recycle description: This lesson can be taught as part of the plan of - Solutions to reduce human impact on the environment. Description of the Research/Zooly Book: the lion the groups and animals designated for each group. Distinguishing shades of meaning between different verbs in a way (eq look, peering, look, look, shine, scowling) and different adjectives (for example, large, gigantic) defining or choosing them or acting meanings. Visualize the standard (s): [CE] (0-12) 4: 4) Honesty [Ela2015] (1) 25: 25) Write informative or explanatory texts in which they appoint a t. the tâpical and provides some sense of closure. [W.4.2E] [Ela2015] (4) 30: 30) Draw evidencies of literary or informative texts to support dwarf, reflex and research. Students participate in learning activities that promote a better understanding of the correct spellings and meanings of homophones. [Ri.k.10] [Ela2015] (0) 16: 16) With request and support, describe the relationship between illustrations and the text in which they appear (for example, what person, place, thing, or ideas in the text and illustration shows). [Arts] Visa (4) 15: 15) through observation, infer information on time, place and culture in which a work of art was created. [A.1.A., A.1.B., A.1.C., A.1.C., A.1.E., A.1.F., A.1.I., A.1.K.] ¢ â Â ¢ describing the causes of Hispanic American war, including yellow journalism, the wreck of the USS Maine War ship and econamemic interests in Cuba-Identifying the role of Cyclists in The Roughs In The Ichanic Status of President Theodore Roosevelt-describing the consequences of the Hispanic American War, including the 1898 Paris Treaty, insurgency in the Philippines and Territorial Expansion in the Peace and Caribbean ¢ Analyzing the involvement of United States in the Hawaiian islands for eco -emotional and imperialist interests - evaluating Alabama's contributions to the United States between reconstructing and World War I, including those of William Crawford Gorgas, Joseph Wheeler and Tyler Morgan (Alabama)  $\tilde{A}$ ¢  $\hat{a} \neg$   $\hat{A}$ ¢  $\hat{A}$ ¢ The role of open doors and the corollet Roasevelt on the eco -in -the -anal and geographical interests in expansion of the rich - comparing the executive leadership represented by the diplomacy of William Howard Taft, diplomacy by Big Stick by Theodore Roosevelt and the moral diplomacy of Woodrow Wilson [Ela2015] (11) 24: 24) Use the technology, including new arguments or information. [Ps.9-10.1b] c. [W.4.2E] [ELA2015] (4) 28: 28) Conduct short research projects that create knowledge through investigation of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description: This lesson is about the use of detective description: This lesson is about the use of detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description: This lesson is about the use of detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description: This lesson is about the use of detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading as a detective description of different aspects of a tonic. [W.2.8] Subject: Arts of the English Wool (2) Title: Reading Subject: Social Studies (4), English Wool Arts (4) Tit: School Days: Upon of the XIX SOUND IN THE Alabama Description: Students create a communication device using daily resources. This duty will provide instructions on the effects of water on earth; The inclination of the effects of glaciers on earth; The inclination of the effects of glaciers on earth; The
effects of glacier Patterns (6-12) (6 - 8) Tit: How does a Lula Mantã © M Homeostasis? [RF.K.1] a. DESCRIPTION: What does you jump? When are you furious? The standard (s): [lit2010] wri (6-8) 1: 1) Write arguments focused on EM happy. [RL.11-12.10] [ELA2015] (11) 12: 12) Analyze a complex set of ideas or event sequence and explain as indivternity, ideas or specific specific events throughout the text. [W.2.8] [SS2010] LWT2 (2) 3: 3) Use vain business sources, including calendars and schedules to rebuild the past. [RF.4.4A] b. View the standards (s): [SC2015] (3) 11: 11) build an argument from evidence to explain the probability of a surviving body's ability when compared to resources in a particular habitat (for example, SWEET OGUAL ORGANISMS survives well, less well, or not in salty water; desert organisms survive well, less well, or not in forests). Students use star wheels to track the visibility of constellations throughout the year and graphically the number of days that a constellation is visible to each mother. Students refer to text notes and discussions in classes (completed TPFOSTT) to make contributions to the student's discussion. Students can develop engineering skills to develop a space to land on Mars, a mission in NASA is currently working. [Ps.1.4] [Ela2015] (1) 16: 16) Use the illustrations and details in a text to describe their main ideas. Write free verse poetry to express ideas. View the standard (s): [SS2010] US10 (10) 1: 1) Compare the effects of the eco -so, geographical, social and policies before and after the European explorations of are culos XV to XVII., Africans and Americans. [RF.K.3] a. Visualize the standard (s): [SC2015] (4) 7: 7) Develop and use models to show Vaês Solutions in which the patterns are used (For example, using a 1S grid and white to send information on an image using battery Send coded information of the Code: The San Didies used Link ideas inside and between information categories using words, sentences, and cllauses (for example, in contrast, especially). [RL.11-12.6] Subject: Arts of Inglesa (12) title: Now this is Iran's description: Students will answer active reading questions to participate in a "philosopic presidents" class debate about the rite of the request of the farm owner. [RF.K.3D] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2015] (0) 21: 21) Demonstrate understanding of spoken words, Son and Sounds (phonemes). [W.2.7] [ELA2 grade 2 texts with colleagues and adults in small and larger groups. Using granals and tracks, students calculate the most rioting ride and determine the size of the eyes and how these peans work together to allow us to see. [L.7.5b] c. [RL.5.4] [DLIT] (5) 23: 17) Publish organized information in different ways to make them more or relevant. SUBJECT: Science (5) TIM: Observing the invisible describing: Mattanal is made of too small participants to be seen. But if we can't see these parts, how do we know they exist? Plan and conduct investigations with air and simple solutions to provide evidence that all types of matters are made of small particles that are invisible to the human eye. View the patterns are Standard (s): [SS2010] CIV (7) 6: 6) the importance of young, adult, civil and criminal laws within judicial from United States. The patterns of the standards (s): [SS2010] CIV (7) 6: 6) the importance of young, adult, civil and criminal laws within judicial from United States. project solution (eg flooding barriers £ o, wind -resistant roofs, lightning rods) that reduce the impact of a climate -related risk.\* Subject: Science (3) Title: Evaluating the design of a describing dam: Students have the task to build a dam that will stand out against the water. Students also learn about the impact of European exploitation on the American natives in Alabama in the 1500s. This lesson was created in partnership with the Alabama file and history department . Students include which action can be used to create a more effective dam in the future. Great points in the first quadrant of the coordinate plan and interpret the coordinate values of the points to represent real and mathematical problems. [RF.K.3C] D. [W.1.6] [DLIT] (1) 19: 13) Create a research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research based on research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research based on research based on research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research based on online digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research digital tools. [RL.3.2] [DLIT] (3) 5: R5) Find and select represent an unknown number or, depending on the purpose in question, any number in a specified set. This lion is part of the SSC3 A+ Faculty ready. Examples: Social ¢ â â € lying of the European culture by the Americans, the opening of the land of the Alabama for the liquidation - for the reallocation of American " labeling Andrew Jackson as a herson and taking it - the econamemic presidency - acquisition of tribal lands in the United States by explaining the impact of the life trail on life, rights and territories of the American [EL2015] (4) 10: 10) See details and examples in a text when explaining what the text says says and by extracting inferings from the text. by detailing human activities and natural processes that can change global temperatures. Description: This will allow students to familiarize themselves with the concept of equivalent and similar objects. When are you excited to score a goal? In this literature, students exploit all the reasons that make us jump. A standard class plan ready for college and career. This lesson was created under the concession of Maten and Science Partnership of the University of Tuskegee (MSP), funded by NSF. mainly air and water growth. Present the claims on a topic or question, recognize and distinguishes the claims of alternative or opposite claims and organize the razages and evidence logically. Analyze data as fanic properties to explain the periodic tendencies of the elements, including metallic/metall. £ o and rays and covalent/iannic and how they relate in position in the periodic tendencies of writing are defined in

patterns 22-24 above.) [W.4.4] [Ela2015] (4) 23: 23) Write informative or explanatory texts to examine a tonse and transmit idon © Ias and Information convention, score and standard spell when writing. Decoding multisillary words. To extend this mother's is the introduction of new foods on a baby's diet. To determine the more one object is than another, expressing the length of the two objects using lengthly standard units. Examples: Fault Farm, Loss of Farms, Increasing Unemployment, Hoovervilles Construction - Identifying Migration Patterns During the Great Depression - Locating on a Map the United States Known as Dust describing the importance of the election of Franklin D. The scenery demands that students raise two solutions, test their hypotheses, document the results and document the results a War! Å, â € students describe strengths and relative directions of the push or pull applied to an object. This literature results from the conclusion of the lesson, students create an argumentative rehearsal of five parangraphs to examine the Big Bang theory and the scientific evidence that apart this theory. Guide the reader establishing a situation and introducing a narrator, characters or both; Organize a sequence of the Crusades, Renaissance and Reform of the European Exploration ¢ Comparing European motives to establish colonies, including mercantilism, religious persecution, poverty, oppressive and new opportunities - analyzing the course of Colombian exchange for its impact on the global economy © Rcio Triangular and the Development of Slavery in the Subject Collapses: Social Studies (10) Title: The Art of Conquesting Mother Divel: Students Explore two different interpretations from the achievement of the conquest Mãe © Xico by the Spaniards, one in art and another in literature. Lion can serve as a student led by students or led by teachers. Boost conversations posing and responding to This relates the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify or challenge ideas and conclusions. [W.11-12.7] [Ela2015] (12) 26: 26) Gather relevant information from Mother Sources of Authorized Impression and Digital, using advanced research effectively; Evaluate the strengths and limitations of each source in terms of task, prophersy and pill; Integrate the information to the text selectively to maintain the flow of ideas, avoiding excessive plans and dependent on any source and following a standard format for quotes. Put phrases and slaughter into a sentence, recognizing and correcting lost and hanging modifiers. Wool a story offers students the opportunity to appreciate, attract meaning and meaning, as well as the informal practical, using elements of the story. It is said that a healthy figure that can be packed without gaps or overlaps using n unit cubes has a volume of n cystic units. [MA2015] (6) 27: 27) Recognizes that a measure from the center for a number of database summarizes all its values with a number of member, while a measure of variation describes how its values vary with a NOTHER. Subject: Science (9 - 12) TREATE: Laws of the world of aeronhaustic. A NASA guide to the engines. [DLIT] (9-12) 31: 25) uses a variety of digital tools to create digital artifacts in the containing areas. Visualize the standard (s): [sS2010] USS5 (5) 7: 7) Determine causes and events For American revolution, including the French and Indian war, the Boston Tea Party [L.1.1e] f. [SL.2.2] [Ela2015] (2) 17: 17) Describe how the reasons support specific points that the author makes in a text. Subject: Science (5) title: How does your garden grow? Identify real life connections between words and their use (for example, note locations in the colorful school). Description: This lesson is an introduction to the concept of light sources (natural and artificial), as well as non -light (bright, dark, and black). A, View standards is Standard (s): [SC2015] (5) 15: 15) Identify the distribution of sweet and salty water on the earth (eg oceans, lakes, lakes rivers, glaciers, subterrameal, polar hubcaps) and ice) and build a granted representation representing the quantities and percentages found in different reservoirs. [LIT2010] WRI (9-10) 1: 1) Write arguments focused on the specification of the discipline. Use spelling patterns and generalization (eg, words, final rules, meaningful words) when writing words. Students will use their understanding to write a narrative story about being a slave in the nineteenth century. [L.5.2D] e. [L.2.4] a. [RI.2.6] [Ela2015] (2) 28: 28) Remember information provided for answering a question. Subject: Science (9 - 12) Title: Gatorade is the source of electron? DESCRIPTION: Students consider Gatorade's marketing campaigns to help identify what makes a substance an electron. Subject: Digital Literacy and Computer Science (3) Tit: Mapping Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama too! DESCRIPTION: During this lion, students report a tale of Paul Bunyan's trips through Alabama justify that the characteristics can be influenced by the environment (eg, storm growth in normally high plants due to insufficient water, change in skin color of A fox is due to insuffi understanding of spoken words, sons and sounds (phonemes). Subject: Science (2) TREATH: invade the earth with tornadoes and hurricanes description: "Someding the Earth" is a technology -based, practiced lion §Ations about clummy events that happen in a short time. [RL.6.2] [Ela2015] (6) 10: 10) At the end of the year, read and understand the literature, including stories, dramas and poems, in the San 6-8 Band of Text Complexity with Proficiency, with scaffolding as needed at the high end of the track. [Rf.1.3f] g. [Ela2015] (5) 19: 19) At the end of the year, read and understand informative texts, including historical/social studies, sciences and tongued texts, at the highest end of the 4-5 text complexity band degrees independently and proficiently. Students learn about the relationship between temperature and density using lava wires. Isole and pronounce the initial vowel, medial and final sounds (phonemes) in words of Train-Phonema (consonant-vagal-consinant or CVC). Lion can lead to discussion about renewable and nanotechnology conversation to help promote nanocience research to resolve challenging energy questions in the future. 1: 1) Name strong and complete textual evidencies to support the dwarf of what the text leaves things uncertain. c. [W.11-12.7] Subject: English English Arts (12) title: What do women want the
most? Students will change text reading about tornado subjects, hurricanes, earthquakes and dried to determine whether and how the climate affects these clummy phenomena. DESCRIPTION: This lesson compares and contrasts the traditional little pigs, through gold books with the true story of the Train Porquinhos, by Jon Scieszka and Lane Smith. Orally produce words from Salaba is by mixture sounds (phonemes), including consonant mixtures. Finally, students discuss the role of the governor and how the governors were impact on the state and the impact these men had on Alabama and other states. This lesson was created in partnership with the Alabama Archives and History Department. Visualize patterns are Standard (s): [EL2015] (4) 10: 10) See details and examples in a text by explaining what the text explicitly says and when extracting inferings of the text. [L.4.3] a. View standard standard (s): [dlit] (3) 19: 13) Communicate IDAs and -chave details in collaboration in a way that inform, persuadra and/or entertainment, using digital tools. This unit was created as part of Alex's interdisciplinary resources development. Â ¢ â â Â ¢ identifying people and events of modern examples of civil rights movement: people and events of modern examples of civil rights movement. Board of Education, Montgomery's boycott, student protests, freedom rides, Selma's vote for Montgomery Marcha, Poching Assassinations (Alabama) The role of change of women in the workplace, Latchkey children - recognizing the impact of musicals and artists on the United States culture since examples of World War II: of GãaNeros; Motown, Rock and Roll, Rap, Folk and country artists - Elvis Presley, The Beatles, Beatles, Dylan, Aretha Franklin, Hank Williams (Alabama)-Identifying the Impact of Mom, including newspapers, AM and FM Brand, television, twenty-four hours sports, and renowning programming, Ranio and Internet social network, in the United States, culture since World War II [SS2010] USS6 (6) 4: 4) identifies cultural and eco -emo developments in the United States from 1900 to 1930. Examples of the agricola economy, extended personal, collision of the action market, immigration law of 1924 [SS2010] US11 (11) 2: 2) Social evaluation and policy origins, realization and policy origins, re evacuation routes [dlit] (3) 19 : 13) Communicate ideas-key and collaboratively details in a way that informs, persuas and/or diverse, using digital tools. They choose between different materials to build a sturdy house (such as the stem) and have a base (such as the stuff). Examples: Spatial Patterns - Main Gravors Population Clusters - Demographic Structure - Distribution of Age and Sex Using Population Pyron - Predicting Reasons and Consections of Migration, including religious, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including religious, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including religious of factors push and pull: push - jump, poetics, war, hunger pull "potential" "jobs, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including religious of factors push and pull: push - jump, poetics, war, hunger pull "potential" "jobs, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including religious of factors push and pull: push - jump, poetics, war, hunger pull "potential" "jobs, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including religious of factors push and pull: push - jump, poetics, war, hunger pull "potential" "jobs, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including religious of factors push and pull: push - jump, poetics, war, hunger pull "potential" "jobs, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including religious of factors push and pull: push - jump, poetics, war, hunger pull "potential" "jobs, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including religious of factors push and pull: push - jump, poetics, war, hunger pull "potential" "jobs, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including examples of factors push and pull: push - jump, poetics, war, hunger pull "potential" "jobs, Famãlia [ss2010] geog (7) 5: 5) Explain how cultural, characteristics help define regians, Including examples of factors push and pull: push - jump, poetics, war, hunger pull: push - jump, poetics, hunger pull: push - jump, poetics, hunger structures, pesticides, enclaves are ticnic, restaurants and the dissemination of Islam. Subject: Science (8) TREATH: DESCRIPTION OF THE Mountain -peruss using moms and isolation of pipe pipes to observe the relationship between potential and cynamic energy. Spelling words simple phonetically, based on the knowledge of relationships. Examples: Lusitan wreck, Zimmerman's note, alliances, militarism, imperialism, nationalism - describing military and civilian papits in the United States during World War I - explaining paps of important people associated with first World War, including Woodrow Wilson and Archduke Franz Ferdinand - analyzing the technological advances of the First War era for its impact on modern examples of war: machine gun, tank, submarine, avião, poisonous, mother of the same way involved in the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War and border change after war the war is the intensification of isolationism. War: Reaã§ The United States Congress to the Treaty of Versailles, League of Naães and Red Scare is acknowledged the strategy placement of military bases in Alabama (Alabama) [Ela2015] (6) 32: 32) Interpret the information presented in several M Adias and formats (for example, visually, quantitatively, orally) and a D explain how this contributes to a t.Tópic, text or question under study. [SL.5.5] [SS2010] USS5 (5) 4: 4) Determine the econamemic and cultural impact of European exploitation during the age of discovery about European society and American. [N-CN8] [MA2015] ALT (9-12) 5: 5) (+) Extend the polynomial identities to complex numbers. Finally, students build a written explanation to describe the similarities and anatomous differences between T. [RI.4.2] [Ela2015] (4) 12: 12) Explain events, including what happened and why, based on specific information in the text. [SL.K.1B] [MA2019] (0) 16: 16. We can use Cadigos to keep our messages secret of people who do not know the Code, or we can use them to change a type of information £ o In another. Finally, students use time scale model created with their group members to Events in the geolistic history of the earth. View patterns are standard: [MA2015] pre (9-12) 13: 13) (+) Know and apply the binomial theorem to the expansion of (x + y) n to x and y powers for a no. Positive integer n, where x and y are noted, with determined coefficients, for example, by the paschal trion. [W.11-12.9a] (Alabama) b. Create two -dimensional art. [RF.K.3b] c. [Rf.1.4a] b. Finally, the students analyze their grade to explain how the occurrence of the ocean marity is related to the phases of the moon. This literature results from a collaboration between the Department of Education of the State of Alabama and the Asta. [RI.4.3] Subject: Social Studies (4), English Wool Arts (4) Tit: Alabama Fever! DESCRIPTION: In this lesson, students will work in small groups to examine a letter describing the Alabama environment and identifying reasons that may have encouraged settlers to move to Alabama in the healthy © Culo XIX. Students would choose an interesting attraction of Alabama mentioned in the letter and project a postal seal around this attract. This lesson was created in partnership with the Alabama mentioned in the letter and project a postal seal around this attract. figurative language. These tracks, events, steps, days and hours will be cut so that students need to organize them in a woolly sequence. Description: This lesson is an initial literature to be used to introduce the ability of the theme. Determine a simple probability of a context that includes an image. In the conclusion of the literature, students will examine food networks and predict the patterns of interactions that may exist between and between organisms in an ecosystem. Then the students will use your data table to create a line grain that will show the relationship between the range of the sea and the phases of the moon. Subject: Science (7) Tit: Modeling meiosis and formation of gametes Practical activities based on investigation related to meiosis and gamete formation processes. Differentiate between contexts that require formal discourse is appropriate (eg discussion in small groups). Relate the volume with multiplication and
addition and solve real and mathematical problems involving volume. [DLIT] (2) 5: R5) Find and select Digital Sources Information to answer research questions. [W.1.1] a. Students will use the model to compare the mechanical and quamumic digestion. Examples: Pulling works of art on construction paper, creating a card of name Subject: Inglea Art Arts (2), Arthistical Education (2) Title: Breedings of Transformation Description: Students will use christic thinking skills and artist skills to "transform" an image into something completely different. Examples: Lusitan wreck, Zimmerman's note, alliances, militarism, imperialism, nationalism - describing military and civilian papits in the United States during World War - explaining paps of important people associated with first World War, including Woodrow Wilson and Archduke Franz Ferdinand - analyzing the technological advances of the First World War and borderney with first War and borderney with first World War and borderney with first War and borderney with firs change after war the war is the intensification of isolationism in the United States after the example of the First World War: Reaã§ The United States Congress to the Treaty of Versailles, League of Naães and Red Scare is acknowledged the strategy placement of military bases in Alabama (Alabama) [SS2010] Ala (4) 11: 11) describes the impact of World War I on Labamianos, including Afro migration from a labama to the north and west, use of the armed forms of Alabama and training installations and increased goods for the war effort. In this literature, students describe strengths and relative robes of push or pull applied to the movement of a ball. Students will work in an entire group and then with a partner, sitting in a van, to push and then receive a ball, with a flat palm from another student. SUBJECT: Science (5) TIM: Food for life description: Students use technology browsing a specific US climate site to get relatively current and accurate data. Students compile DIARY INPUTS TO CREATE A SIXED CURRENT WRITING FOR THE TASK. [Arts] Visa (3) 10: 10) Speculate about processes and proportion that an artist used to create a work of art. The completed projects will be tested and evaluated as to the effectiveness. This lion is the result of the Alex Gap Resource project. Use personal, possessive and indefinite pronouns (for example, I, I, my; they, of theirs; anyone, all). Distinguish between the connotations (definitions) of words with similar denotations (definitions) of words with a flower will carefully dissect and observe the vain specialized structures, collect samples to see under the microscrease and create and label scientific outbursts of the structures Specialized from the flower. [Dlit] (5) 23: 17) Publish organized information in different ways to make them more or relevant. [A.1.A., A.1.B., A. Wallace; Rosa Parks; Fred Shuttletlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy ¢ â Â ¢ describing events of the modern movement of the tenth street password in Birmingham, the Freedom Riders ã'nibus bombing, and bombing Marion ¢ âferences explaining the benefits of the 1964 Civil Rights Law, the 1965 Vote Rights Law and the Brown Case Versus Council of Education of the Supreme Court of 1954 Å & Using vocabulary associated with the modern movement of civil rights, including discrimination, prejudice, segregation, integration, suffrage and rights [Ela2015] 6: 6) distinguish their own point of view from the narrator or the characters. View the standard (s): [S): [Ela2015] (11) 3: 3) Analyze the impact of the author's choices on how to develop and relate elements of a story or drama (for example, where a story is defined, as The action is ordered, as the characters are introduced and developed). Students project and build a model scale model and test the model to obtain the ability to reduce the impact of a flood. Subject: Science (5) Tit: Density or Laboat Float Song Description: This lesson will allow students to experiment with different objects to predict and examine the slides of their cheek squids and compare them with those of other students. Create a line grade where the horizontal scale is marked in units of a whole compartment to show the lengths of vain measured objects. Isole and pronounce the initial, medial vowel and final sounds (phonemes) in spoken words of Sãlaba is. [W.5.3E] Subject: English Wide Arts (5) title: People- The Power of Personification In Literature Description: This lesson teaches personification as a one form of figurative language. [Ps.4.1b] c. In addition, students have edible materials to model the movement of tecting plates in the different types of plates limits. [W.4.3c] d. [W.2.1] a. Students compete with each other, categorizing adjectives by color, shape, size and kind. (3) 10: 10) Fault and answer questions to demonstrate the understanding of a referring explicitly to the text as the basis for the answers. Visualize the standard (s): [SC2015] (1) 5: 5) Design a solution for a human problem using materials to imitate as plants and/or animals use their external parts to help them To survive, grow, grow, and meet your needs (for example, outer clothing imitating animal skins for isolation, equipment imitating the shells of leisure or protect an egg from breaking it if it knocked down. (See the Language Padron of Degree 1 37 for specific expectations.) [SL.1.6] [Ela2015] (1) 35: 35) Add drawings or other visual display descriptions when appropriate to clarify idiction © IAS, Thoughts and Feelings. Students test their scale and farm dams as needed as needed. This unit was created as part of the Alex Interdisciplinary Resources Development. Visualize Patterns - Patterns (a): [SC2015] LSC7 (7) 7: 7) Use Emphasis Evidance of patterns and data to demonstrate how the changes in fanic or biological components of an ecosystem (eg deforestation, succession £, drought, fire, disease, human activities, invasive spells) can lead to changes in the population. This literature results from the collaboration between the department of education of Alabama and Asta. Visualize Standard Patterns (s): [SC2015] ES6 (6) 14: 14) Analyze and interpret data (eg, tables, global and regional temperature maps; , such as carbon and methane diai. of human activities) to describe how many human activities (for example, use of fanfaults, urban islands, practical agricultures) and natural processes (eg, solar radiation, effect Greenhouse, volcanic activity) can cause changes in local and global overtime temperatures. [L.5.1a] b. Students bake a chocolate microwave mug cake to demonstrate that some changes in the matters caused by warming and cooling are irreversible. [RI.4.6] Subject: Social Studies (4), English Wool Arts (4) Tit: You are guest! DESCRIPTION: Students analyze a business document that details the items purchased to celebrate the Marquaja de Lafayette tour in Alabama in April 1825. This lion is better used with the fourth and the fifth are ries. Develop and use models (eg, Lewis dot, ball-and-ball-and-ball-and-ball, filling out, repulsion of pairs of values of value the use of the nineteenth century. Observing the settlers move to the territory, focusing on how it makes them feel and how these events will change the lives of their people. This lesson was created in partnership with the Alabama Archives and History Department. Organize, represent and interpret data with all categories. This lesson results from a collaboration between the Department of Education of the State of Alabama and the Asta Viewing Patterns: [s] Standor (s): [SC2015] Chem (9-12) 3: 3) Use the Perion Table as a System Representation to predict properties of elements based on your arrangement of Valã da Valã © trons. The matrix is labeled by its lines and columns. Students see a nearpod presentation on the phases of the moon to the tonic. Visualize the standard standards (s): [SC2015] Biol (9-12) 7: 7) Develop and use models to illustrate examples of ecological hierarchy, including biosphere, biome, ecosystem, community, population, and and body. [L.2.4E] Subject: Arts of Inglea (1 - 2) title: Compound Words Description: Students hear the story as soon as there was a bull ... [w.4.1d] Subject: Art of the English (4) title: Talk to the describing of the Mother: Students are guided by a review of a review of the specials in the Science UNIT IN GRADE MEASURES. Then identify your thinking with a grandery of ideas. The students will present their group to slide to the class. [W.6.2b] c. Subject: English Wool Arts (3) TREATH: Preparation for natural disasters: Made description: The lion will begin by students who perform a thought aloud when considering the similarity §As of five words: tornado, shelter, por, subterral and safe room. This lesson was created in partnership with the Alabama Archives and History Department. [RL.9-10.10] [EL2015] (10) 26: 26) Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of the capacity of technology to link others Information and display information flexibly and dynamically. Talking dwarfs on graduates, you can communicate directly with your unnamed writer. [N -vm8] Subject: MATHROTATIC (9 - 12) Tit: size is important? Then they observe objects of different pasta that is being discarded and leaking xãras being thrown into a bucket. For a determined or collected data set, create a scale image grade (one for and a scale bar chart to represent a data set with vain categories. Then they will be presented The task of designing and building a device to reduce the effect of sunlight. Subject: Social Studies (3), English Wool Arts (3) Title: Mapping Paul Bunyan's trips through Alabama also! DESCRIPTION: During this literature, students report a tale of Paul Bunyan Tall, a fun way to identify bodies of water and relief forms in the United States. Students create a vapout a
tale of Paul Bunyan Tall, a fun way to identify bodies of water and relief forms in the United States. boat dwarf to illustrate the importance of the survey of the steam boat in Alabama. This lesson was created in partnership with the Alabama Archives and History Department. Subject: MATHROTICS (3), Science (3) TIM: CLIMATE TRACKERS DESCRIPTION: In this lesson, students will use the mission of technological resources: Biomes to research and collect data for precipitation and temperatures for attributed biomes. Use the concept of pH as a model to predict the relative properties of strong, weak, concentrated and diluted (for example, Arrhenius and Bases). Choose from simple, compound, complex and complex sentences to signal different relationships between the ideas. Students gathering text clues to make assumptions and connections that will resolve and do not sense about the text. Calculate unit rates in length, area and other guantities measured in similar or different units that include proportions or fractions. Students take digital photos and visualize during a class discussion about the fat of fat in food. DESCRIPTION: Students begin the lionment combining photos of parents and children of animals, so the teacher will allow students to describe how they were able to create fanforts. Visualize the standard (s): [SC2015] ES (9-12) 11: 11) Obtain and communicate information on characteristics significant (for example, example, of rocks and listen to other people carefully, talking one at a time about the topic and texts in discussion). Obtain, evaluate and communicate information on how divided foods are attracted to the quarmic reactions to create new molty cules that pursue growth and/or release energy as it moves through an organism. . Subject: Science (1) Tit: Do you hear what 1 hear? [A.1.A., A.1.B., A.1.B., A.1.D., A.1.C., A.1.I.] Establishment of colonial governments, including the meaning of the House of Burggers and meetings of the city of New England on colonial polony - describing the impact of the great awakening about Subject of Colonial Society: Social Studies (10) Title: Learning about the colonial life description: This is a group activity that allows students to use forecasts to learn about the lifestyle of American settlers. [Dlit] (4) 19: 13) Sintetizes complex information of vain sources in different ways to make them more and/or relevant. [SL.11-12.3] [ELA2015] (12) 3: 3) Analyze the impact of the author's choices on how to developed). View the standard (s): [EL2015] (3) 3: 3) Describe the characters of a story (for example, their characteristics, motivations). or and explain how their action contributes to the sequence of events. Finally, students will develop a written writing It includes a related claim to change in the population and evidence of the spicy moth that were gathered from the experiment, reading and activity on -line. Students will work in teams to use a wooden car to throw a small dough out of a car. Students also use their models to conduct an investigation to analyze and interpret the distances between the planets in the solar system. View the standard (s): [SC2015] ES6 (6) 7: 7) Use models to build vain explanations of the earth's biogeochight cycles (eg, water, carbon, nitrogen) and the Energy flow that drives these processes. Subject: Digital Literacy and Computer Science (7) Title: Personal Economy Description: Students may explain the vain vain service to protect consumer rights. Develop claims and reconnection fairly, providing data and evidence for each while pointing to the strengths and limitations of the claims and reconnection in an appropriate way for discipline and in a way which anticipates the noisy and the concerns of the pill. This lesson results from the Alex Resource Gap Project ¢ display standard standards: [s]: [SS2010] ALA (4) 14: 14) Analyze the modern movement of civil rights to determine social impact, Polytic and econamemic in Alabama. Visualize the standard standards standards standards and a construction of civil rights to determine social impact. (s): [ss2010] LWT2 (2) 3: 3) Use vain business sources, including calendars and schedules to rebuild the past. View the standards. Students create a propaganda pan that asks for citizens who do their part [SS2010 (6) (3)], in the change of the illiteracy culture of Alabama and the teaching of Alabama soldiers, that the literacy is a powerful weapon [SS2010 (6) (1)]. [W.5.3E] (5) 26: 26) With guidance and support from colleagues and adults, adults, and strengthen writing as needed to plan, review, edit, rewrite or try a new approach. Subject: Science (3) title: Description of animal survival: This is an infringement based on an infringement that allows students to investigate how the color of an animal affects their chances of survival in their environment. I make questions that cause elaboration and answer the questions and comments of other people with relevant observations and ideas that bring the discussion back to the T.P. as necessary. [W.9-10.3d] e. This activity will demonstrate how light behaves around objects. [SC2015] LSC7 (7) 15: 15) Analyze and interpret data for change patterns in the anatomous structures of organisms using the Fan<sup>3</sup>SSIL record and the chronological order of the fan of the rock layers. Visualize the standard (s): [S): 1) (1) 30: 30) With guidance and support from adults, remember information information or vest information supplied to respond to responding to a question. [RF.3.4b] c. They enter this knowledge to find the area of a trijule when two sides received and an included. Finally, students will develop all to reduce their personal water consumption. This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. The negation of the stream did not obtain a total restoration of their land, however, they accepted a commitment. Identify real life connections between words and their use (for example, note locations at home that are cozy). SUBJECT: Science (7) TREATH: The Tasty T-Rex: How can cladograms provide evidence about the similarities and anatomial differences between modern and ancient organisms? [W.4.3e] Subject: Digital Literacy and Computer Science (4), Arts of English (4) Title: It is called the history description: Test is a technology rich lesson plan that allows students to explore Language convention while using portion keyboards, chromebooks or laptops for text processing. Print all the letters mairons and monsters. Visualize the standard standards (s): [SC2015] PSC (9-12) 1: 1) Use the Perion Table as a model to predict the properties and relative tenders (eg metal reactivity; formed, including the covalent, covalent and polar; nomers of formed ligales; oxygen reactions) of the main elements of the group based on the patterns of values of valian in the remakes. A ,View standard (s): [SC2015] HAP (9-12) 2: 2) Analyze the characteristics of tissue types (eg epithelial tissue) and build an explanation of how how The quantic and structural organizations of the clases that the fabrics are specialized to conduct the function of this fabric (for example, coating, protection). Subsequently, students will see an informative video regarding the origin and proportion of the zohic and concluding a slide of output declaring new learnings that have been added to their background knowledge. [RL.1.7] [Ela2015] (1) 26: 26) Write narratives in which they report two or more properly sequenced events, include some details about what happened, use temporal words to signal the order of the event and provide some sense of closure. Then the students will experiment, and to read non -rate passages on lightning rays and rods. Say the names of noisons in consecutive order when counting objects. Subject: Science of Saã<sup>o</sup>de (9 - 12), Science (9 - 12), Tit: What type of blood is you? View the standards (s): [SC2015] ESS (9-12) 12: 12) Develop a model of layers of the land using disposable evidence to explain the role of the Tormal Convention in the Materials Movement of the earth (for example, healthmic waves, signs movement The teacher shall model the determination of a cause of cause and effect found in the text. [SC2015] (4) 11: 11) Investigate different ways (for example, raising tails and spraying a odor when threatened, moving ears when reacting to the sound, coiled snakes or impressive when detecting vibration). Students will use data to create a bar grade to display climatic data for each biome. [L.6.5b] c. The car, resting in rollers, will be driven in opposite directions. Subject: MATHROTICS (1), Science (1) Title: The Sun Change Description: Students observe the sun changes throughout a day and then during a period of 4 months. Students observe different types of seeds and see how sometimes "hitchhikes" inside or animals to travel large distances. In groups, students create a poster medium that describes their discoveries in text and images. [W.11-12.2a] b. The story will include the magma rock change for each type of rock, including sedimentary and metamo -rhine. Students start working on their leaflets of zolygies discussing the vocabulary associated with your pet. Students create a multiadia project that will retell the information learned about living beings in different places. ALA (4) 16: 16) Determine the impact of population growth on cities, main highway systems, demographics, natural resources and the natural environment of Alabama during the end of the XXI SOUND. Visualize the standard (s): [SC2015] ES6 (6) 13: 13) Use models (eg, diagrams, maps, globes, digital representations) to explain how Earth and Earth's rotation and The unequal warming of its surface creates atmosphereal and oceanic circulation patterns that determine regional climates. (Expectations of the degree for the types of writing are In standards 20-22 above.) [W.9-10.4] [EL2015] (9) 26: 26) conduct short and more
sustained research projects to answer a question (including a self-generated question) or solve a problem ; restrict or expand the rite when appropriate; Sintetizes several sources on the subject, demonstrating understanding of the subject under investigation. Observing the effects that sunlight has on s'mors using a solar oven. Students will introduce different variables  $\hat{a} \in$  ught (mass and height) and investigate the transfers of potential and clear energy in a simulation of the collision of Treã<sup>3</sup>. Finally, they will be asked to find the area and see if they move toward a dark environment or remain in the enlightened environment. [L.K.2C] d. They use a computer to see examples of thanksgiving and inserting granals into their own published thanks notes. [RI.4.8] Subject: Social Studies (4), English Wool Arts (4) Tit: You don't have and email! Description: This lesson will provide students with two main documents, a design of a postal diligence and a newspaper article describing the difficulties of mail delivery. Students investigate how to make an object move more rude, slower and stop. [Ela2015] (3) 24: 24) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and light event sequences. Then the students observe an ant farm, created by the teacher before the lion, and determine how the needs of ants are being met in their environment. They will use this knowledge to create their own expressionist painting. [RI.3.2] [SC2015] (3) 14: 14) Vest from various sources to write climates in different regions of the world. Use experiments to investigate how Do Sol is distributed between the earth's surface and its atmosphere by convention and radiation (for example, warmer water in a pan rising when the colder watering sinks, warming the mother those of a fire). [RL.4.1] Subject: Arts of the English Wool (4) Title: Defending Detective Description: Students learn to do inferings based on evidence and knowledge pronte about their teacher (looking at objects), colleagues Class (viewing drawings or powerpoint), and a reading pass. Students will use a grain organizer for themselves when reading articles on TRANSITY TURNED TYPES: Subtermination shelters, and the prostructed shelters, and the River Systems used by the Tennessee Valley (TVA) (Alabama) Subject: Social Studies (4 - 6) Let's: Alabama Farm Life in the Great Depression Description: This lesson will include the use of a business document and photographs of is a crossbreeding which analyzes the scenery to identify some adverse effects of the great depressive for farmers. Science (6) Tit: Are we our worst enemies? Subject: Science (8) Let's your way to be recognized with description: In this lesson, students investigate the relationship between mass, acceleration O and Force, as described in the Second Law of the Newton Movement. [RI.5.10] [ELA2015] (5) 23: 23) Write informative or explanatory texts to examine a typical and transmit ideas and information clearly. [RL.11-12.3] Subject: Inglese Dowrencing Arts (12) Tit: Change about the real Housewives: Know the true Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims in The Canterbury-Description Pilgrims: Using an online blog, students learn The over the pilgrims in The Canterbury-Description Pilgrims in The Canterbury-Descrip Auburn University fellows Nanobio MSP Will Haynes, Hannah Taylor and Catherine Wolfe, under the review and guidance of Drs. Students represent the phases in their scientific journal. Examples: clay animals and pipe cleaning sculptures. Introduce a typical and group related information; Include illustrations when it is to help understanding. Subject: Science (1) TREK: Forks and Adjustment Vibration Description: This is an investigation -based lionte © Ria can create sound and this sound can make the MATÃO vibrate. Alabama and Asta. Explain that each name of a successive number refers to a larger amount. Present a typical or text clearly, indicate an opinion and create an opinion and crea see the relationship between the sunshine and the effect that the pattern has on our daily lives. This lion was created as part of NASA STEM PATHERS PROJECT 2016, a collaboration between the Department of Education of the State of Alabama and NASA Marshall Space Flight Center. Use the knowledge that every healthy should have a vowe sound to determine the number of samples in a printed word. This literature results from a collaboratively with a variety of study standards involving students using Google slides and hyperlinks to help understand animal adaptations. [6-SP3] [Ela2015] (6) 1: 1) quotes textual evidence to support the dwarf than the text explicitly and also as how extracted from the text. Then students will work in groups to identify common foods that contain genetically modified organisms (GMO). [SC2015] Chem (9-12) 9: 9) Analyze and interpret data (for example, fuse point, ebulus point, solubility, phase change diagrams) to compare the forion that of the intermolecular forms and how these forms affect the properties and changes of the fanatic. SUBJECT: Science (7) TIM: STANDARDS OF INTERACTIONS: WHAT RELATIONS ARE BETWEEN ORGANISMS IN AN ECOSYSTEM? Visualize the standard standards (s): [SC2015] ESS (9-12) 13: 13) Analyze and interpret interactions data between hydrolage and rock cycles to explain the mechanical impacts (for example, transportation, hydrification, carbonation of the earth's materials by the properties of a Water. Students analyze and determine which states are the most active in the occurrence of tornadoes and created as part of the interdisciplinary Alex Resource Development. View standards: [s): [SC2015] ES6 (6) 15: 15) Evidence Analysis (eg, databases on human population, food consumption rates and other natural resources) to explain how The changes in human population, per capita consumption of natural resources and other human activities (eg land use, resource development, pollution of water and air, urbanization, urbanization £ o) affect the systems of the earth. [L.K.5A] b. This class plan was created as a result of the girls involved in mathematical and science, the Gems project. This literature results from a collaboration of the State of Alabama. generate the transformation of rocks in the earth's crust, including composition of minerals and of sedimentary, agnea and metaman rocks. groups, small groups of students sharing their habitat with their classmates. Finally, students will create a Video PSA to communicate information on the dangers and mothers of the Poja to protect people and the properties against damage caused by the pose. Use ending scoring for sentences. View the standards: [s]: [SC2015] (4) 3: 3) Investigate to determine the changes in energy resulting from increases or decreases at the speed that occur when objects collide. [L.1.1a] b. [Dlit] (4) 18: 12) Use basic digital tools to communicate ideas and concepts Create a grain of images and a bargain of bar to represent data with four categories. See the patterns: [s]: [SS2010] wing (4) 3: 3) Explain the social, polytical and eco -man impact of the 1812 war, including significant battles and dials of the Creek war in Alabama. Provision evidence that heat can be produced from vain ways (for example rubbing the moms together, burning leaves) and can move from one object to another by conduct. First, the teacher will demonstrate osmosis and diffusion using gumous bears, salt, celery, food dye and hot and cold water. Subject: Science (2), mathematical (2) Title: Whoa! Where did it go? [DLIT] (9-12) 6: R6) Produce, revise and review auto tantle artifacts that include multimamide using appropriate digital tools. The "real dissection does not take a long time, but writing components can be extended if desired. [L.2.2] a. The lion will investigate base 2, base 8 and base 16. students can also understand the common equation that the constant light on plants will result in constant of the plant. [W.8.1c] d. It is said that a cube with side length 1 unit, called the "unit cube", has "a volume cycle unit" and can be used to measure the volume. [RL.11-12.2] [Ela2015] (12) 20: 20) Write information, concepts and information, concepts and information clearly and accurately through selection, organization and effective dwarfs of the containment. It is also expected that the teacher provides some form of evaluation for the lion. [L.1.1] [Ela2015] (1) 36: 36) produces complete phrases when appropriate to task and situation. ¢ â â Å ¢ Using vocabulary associated with time, including past, present and future subject: social studies (1) title: Is time really in line? [RF.K.1C] D. This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. [L.1.2D] e. This literature can be divided and
taught over Varios days, or integrated with the Varies of the Eocene Poca that will represent the chronological order of the fan of the whale in the rock layers. [RI.2.5] [ELA2015] (2) 18: 18) Compare and contrast the most important points presented by two texts on the same tabópic. The use of a grain calculator On -line will help students with their discovery. The activities used include the following: Garnies Laws (Pã<sup>a</sup>g. 27-28); Problems of the Law of Boyle Law (Pã<sup>a</sup>g. 29-30); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 33-34); Air density (Pã<sup>a</sup>g. 33-34); Air density (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law of Charles Law (Pã<sup>a</sup>g. 31-32); Problems of the Law (Pã<sup>a</sup>g. 31-Alabama and the Space Flight Center NASA Marshall. [Ri.2.5] [Ela2015] (2) 14: 14) (for example, example, example, example, solution in an efficiency text. [6-EE6] Subject: MATHROTICS (6), MATHERMATIC (6) TIME: Factorials: Let's give a dinner! Description: In collaborative groups on all fours, the students will be a dinner where four dinner quests participate. Each group will have an orientation to buy materials for their roofs. L. [RF.4.4C] [Ela2015] (4) 25: 25) Produces clear and coherent writing in which development and organizational organizations appropriate for task, proportionate and billet. DESCRIPTION: Students may locate the sun using the Hertzsprung-Russel diagram to betray the sun's location. This literature can be an opening activity, review activity, review activity, review activity, review activity, review activity, review activity or a rude laboratory. Visualize the sun using the sun's location. This literature can be an opening activity, review activity or a rude laboratory. relationship to solve problems that involve logarithms and exponents. Picture sources photographic are used to develop binomial theorem. (Binomial theorem can be proven by mathematical induction or a combination argument.) [A -AB5] Subject: MATHROTICS (9 -12) BINOMIAL EXPANSION -Shortcut, please, and exponents are used to develop binomial theorem. please, please Description: This lesson is an introduction to binomial expansion and the binomial theorem. Å, View standard (s): [sS2010] GHS (3) 2: 2) Locate continents on a map or globe ¢ â Å ¢ using vocabulary associated with geographical characteristics of the earth, Including Hill, Plateau, Valley, Pennsule, Island, Isthmus, Ice and Geller - Locating large mountain ranges, oceans, rivers and lakes worldwide (Alabama) [DLIT] (3) 5: R5) Locate and select Informaã Digital sources to answer research questions. [5-MD3] a. [L.3.2D] e. This literature must be done in conjunction with the study of the Creek War of In this historical event, it can be better understood. [RI.3.2] [ELA2015] (3) 18: 18) Compare and contrast the most important points and the main details presented in two texts on the same t. The student will go through a coding steps to create a background, make a character fly, and create the Factor and the Mother Game. This unit was created as part of Alex's interdisciplinary resources development. Visualize the patterns of the: [s): [MA2015] ALT (9-12) 37: 37) Understand the radian measure of a scupper as the arc length in the unit-tested unit consa. [W.3.2A] b. Then the teacher will help students plan an investigation that will test all to determine the identity of substances based on their characteristic properties. [RL.3.3] [DLIT] (3) 19: 13) Communicate the main ideas and collaborative details in a way that informs, persuase and/or entertainment, using digital tools. Subject: English Wool Arts (3) TREATH: DAM ENGINEERING DESCRIPTION: In mathematical, students draw a T-chart to represent dam data and flooding obtained with the reading resource . This lesson will focus on the precautionary and transmitted, as well as communication skills. Care in term and demonstrate knowledge and proficiency associated with skills. The students of Lindbergh, W. Watch a volume on food and healthy exercises and â € <a href="https://www.astron.org">astronometers</a>. This is a standard class plan ready for college and career. [SL.11-12.5] Subject: Inglese Downing Arts (12) Title: Elephants, Tigers and Gamecocks ... (See Language Father 1 37 For specific expectations.) [Ps.1.6] [Ela2015] (2) 28: 28) Remember information their fuse points. This proof will remind them that they can use the right trion relationship for the sine to find the height of a trion. Example: Look at Vulcan's Estama in Birmingham and talk about your relationship with the city's story. [RL.9-10.1] [Ela2015] (10) 1: 1) cites strong and complete textual evidence to support the dwarf of what the text explicitly says and inferior extracted from the text. Then the students participate in breaking groups to share their information, discuss the importance of each governor, similarity and impact of the 1812 war, including significant battles and war dowels of war Creek, in Alabama. [SS2010] USS6 (6) 3: 3) Identify causes and consequences of World War I and reasons for the entry of the United States in war. Apply the degree 10 reading patterns to the literature (for example, "Analyze as an author is based and transforms the source material into a specific work [eg, how Shakespeare treats a topic or t. Bablia or a t. subsequent author is based on a peale by shakespeare. and homewood schools in the city; Standard (s): [SS2010] USS5 (5) 8: 8) Identify major American revolution events, including Lexington and Concord, Bunker Hill, Saratoga and Yorktown battles. [SC2015] Biol (9-12) 15: 15) gets involved in arguments from evidence (for example, mathematical models such as distribution grades) to explain how the diversity of organisms is affected by the overpopulation of spirit, variation due to genes and For limited resources. This document of principle origin will go students to practice evaluating a complex text. View the standard standards: [s): [EL2015] (1) 31: 31) Participates in collaborative conversations with various partners about t.COCK -PEISHS and texts with colleagues and adults in small and larger groups. [MA2019] (6) 3: 3. [RI.3.1] Subject: Inglea Wool Arts (3) Tit: Blash Sources: Making Meaning of the Fotographs Description: This lion The world of businessations with various partners about t.COCK -PEISHS and texts with colleagues and adults in small and larger groups. [MA2019] (6) 3: 3. [RI.3.1] Subject: Inglea Wool Arts (3) Tit: Blash Sources: Making Meaning of the Fotographs Description: This lion The world of businessations with various partners about t.COCK -PEISHS and texts with colleagues and adults in small and larger groups. [MA2019] (6) 3: 3. [RI.3.1] Subject: Inglea Wool Arts (3) Tit: Blash Sources: Making Meaning of the Fotographs Description: This lion The world of businessations with various partners about t.COCK -PEISHS and texts with colleagues and adults in small and larger groups. [MA2019] (6) 3: 3. [RI.3.1] Subject: Inglea Wool Arts (3) Tit: Blash Sources: Making Meaning of the Fotographs Description: This lion The world of businessations with various partners about t.COCK -PEISHS and texts with colleagues and adults in small and larger groups. [MA2019] (6) 3: 3. [RI.3.1] Subject: Inglea Wool Arts (3) Tit: Blash Sources: Making Meaning of the Fotographs Description: This lion The world of businessations with various partners about t.COCK -PEISHS and texts with colleagues and adults in small and larger groups. [MA2019] (6) 3: 3. [RI.3.1] Subject: Inglea Wool Arts (3) Tit: Blash Sources: Making Meaning of the Fotographs Description: This lion The world of businessations with various partners about t.COCK -PEISHS and texts with colleagues and texts with c sources. [W.5.2b] c. Visualize the standard standards (s): [SC2015] (4) 4: 4) Design, build and test a device that alters energy from one way to another (eg, ELABRATE CIRCUITS Converting Electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting Electrical Energy into tinic energy). Enjoy the power of the wind Subject: Science (K) TIM: MOVA -O! DESCRIPTION: In this practical investigation, students demonstrate how forms affect objects. In this literalness, students graphically represent the prefereials of the spider and record spider observations in a natural habitat. [W.4.3e] [SS2010] Wing (4) 2: 2) relates reasons for exploitation and European settlement on Alabama with the impact of European explorers on the commens, health and expansion Earth in Alabama. Provides a declaration or end select Digital Sources Information to answer search questions. View standards. Themselves to describe how human activity can affect biodiversity and gene variety of organisms, including threatened and
threatened, threesome. ¢ â â unch by identifying natural resources of the alabama human environments, related to settlement during the innit environments, related to settlement during the innet event during the innet 12) Explain events, procedures, ideas or concepts in a historical, scientific or technician text, including what happened and why, based on specific information in the text. [SL.2.2] [Ela2015] (2) 31: 31) Fault and answer questions about what a speaker says to clarify the understanding, gather additional information, or deepen the understanding of a tapic or question The. Link opinion and motives using words and phrases (for example, for example, in order to, in addition). Provides a declaration or ending that follows students to compare the data collected from the two pellets. Visualize the standard (s): [CE] (0-12) 25: 25) perseverance [Ela2015] (2) 15: 15) Identify the main objective of a text, including what the author wants to answer explain or describe. By creating these models, students will obtain a deep understanding of the discovery, history, properties and places of the modern perion table. [W.11-12.6] Subject: English Wide Arts (11), Social Studies (11) title: Not so rude, American opposition to involvement in the First World War description: In this lesson, students will be to examine business sources regarding different points of view of ammon © Rich in World War I. Students will apply their experience in this investigation to explain how the magnetic field of the earth can the space climate. It will provide information through Mother about Tornadoes and Furacations. This lion was created as part of NASA's 2016 State Stand Standing Project, a collaboration between the Department of Education of the State of Alabama and the Space Flight Center NASA Marshall. Visualize the patterns (s): [SC2015] (0) 1: 1) 1) The resulting movement of objects when forms of different forms and directions act on them (eg, object being pulled, two objects colliding). Demonstrate knowledge of the verb subject agreement when interrupted by a prepositional sentence, with inverted word order, with indefinite pronouns as subjects, individual compounds united by correlative and coordinating conjunctions and collective nouns when verbal form depends on the rest of the sentence. [W.3.3d] [Ela2015] (3) 29: 29) Recalls information or regular i Science (9 - 12) Tit: Predicting Perion Trends Describe: In this lesson, students meet quantitative information to build A granior to show the trend tenders in electronegativity, affinity with either trons and energy of ionization. Subject: Social Studies (7) Title: Read all about it! The case of the Supreme Court is headlines! Description: This is a project to complete the study of the judicial branch of our government. Finally, the students will present their exhibition essay. [W.11-12.8] [Ela2015] (12) 33: 33) Makes the strategy of digital Momia (eg textual, granior, visual and interest. Use verbs to convey a sense of past, present and future (for example, yesterday I returned home; today I come home). Using their design ideas, students project, build, and test their windmill. This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. [Dlit] (9-12) 16: 10) Solve or debur errors found the test using the iterative design process. [SC2015] (0) 8: 8) Design and build a device (for example, Chapã © u, canopy, guard, tent) tent) Reduce the effects of sunlight. the surface of the earth. Students project a coverage to reduce the effects of sunlight. can share with their parents, other members of Famalia and members of the local city council. Questions to verify the understanding of the information presented, keep the typical and bind your comments on other people's observations. [W.6.2a] b. Subject: Literacy patterns (6-12) (6 - 8), science (7) title: Past Life Stories: How the Fan<sup>3</sup>ssil Registration can provide data on change patterns in anatting structures of organisms? [Ri.1.7] Subject: English Wool Arts (1) Title: Let's describe! (Adjective and how to categorize adjectives using an interactive classification game. Subject: Science (5) TREATH: Shadow GRATHERS: Length and direction of the shadows described: Students create solar shadow grade to demonstrate how position and movement From the earth in relation to the shadows. [SL.K.1] a. [L.1.6] Subject: Arts of the English Wool (1) Title: Explous Mouthpieces for Sound Description -unk: This Lying covers the conscience. decoding, mixture, spelling patterns and dictation. [MA2019] REG-7 (7) 1: 1. [RF.1.2A] b. Subject: Science (5) Tit: Connect four description: During this lion, students learn how the spheres of the earth interact with each other to support life on planet Earth. View standard (s): [arts] VIEW (7) 2: 2) Develop and implement critics to guide the creation of an art or design work to achieve an identified goal. Description: Students will conduct research based on research and compile data that The answers that the Knights of Bath's tale wife received response from people in modern society. [W.11-12.3] a. [L.5.1] a. The students will be inferred from observations, classifying the garbage to analyze clues about the people who left the trash. Students indicate the things they perceive from the sample schedules. Use equivalent rates displayed in a table or a grain of the relationship in the coordinate plan to determine whether a relationship between two quantities is proportional. [L.7.2] a. [SC2015] ES6 (6) 14: 14) Analyze and interpret data (eq. tables, granquires, global and regional temperatures; notable atmosphere of gas, such as carbon and methane dialy; ) To describe as human varies the activities (for example, use of fanfable, urban islands, practical agrifier) and natural processes (for example, solar radiation, greenhouse effect volcanic activity) can cause changes in local and global temperatures over time. [RL.1.7] [Ela2015] (1) 40: 40) With orientation and support from adults, they demonstrate understanding of words. Use vangulae and quotation marks in the diary. Upon completion of the Treasury, the students will understand the best as we all depend on each other in a small community. Once students do document these information, find the way, median, mode and interval of the collected data. Then the teacher will create a T-xart and allow students to share as the similarities are similar in the appearance of a few ways, but they can also have different characteristics. Use correlative conjunctions (for example, or, or, neither/nor). Develop the typical with facts, definitions, concrete details, quotes, or other information and examples related to the tabópic. [W.7.1E] Subject: Science (7), English Dowrentense Arts (7) Title: and the spicy moth description: this lion With students reviewing the steps of the scientific motion, applying the steps of the scientific motion using an on -line interactive game. This lesson includes a lecture and a practical activity in which students are creating plastic from the protein. Individuals of the same spicy can provide advantages in surviving, finding companions and reproducing (for example, plants with larger thorns being less likely to be eaten by predators, the animals with the best camouflage colorage with the most likely to survive and endure children). DESCRIPTION: The objective of the lion is identifying appropriate porous materials for the calion. Visualize the standards: [s]: [SC2015] Chem (9-12) 4: 4) Plan and conduct an investigation to classify the properties of matters as intensive (for example, density, viscosity, Handshaw, fuse point, slope) or extensive (eq mass, volume, heat) and demonstrating how intensive properties can be used to identify a compound., View the standard (s): [SC2015] LSC7 (7) 12: 12) Build and use models (eq mono -hybrid intersections using squares of Punnett, diagrams, simulations) to explain that those GENEMICAL VARIATIONS BETWEEN PARENTS AND REPRODUCTION (For example., DIFFERENT ALLES, MUTATIONS) Occurs as a result of genetic differences in randomly inherited genes located in chromosomes and that may be additional variations can arise from the alteration of the generational information. [A.1.A., A.1.B., A.1.C., A.1.D., A.1.E., A.1.F., A.1.F., A.1.F., A.1.F., A.1.F., A.1.I., A.1.K.] ¢ â â Â ¢ explaining the impact of the populist movement on the role of the federal government on American society - evaluating the impact of the populist movement on the role of the federal government on the role of the federal government on American society - evaluating the impact of the populist movement on the role of the federal government on the role of the federal government on the role of the populist movement on the role of the federal government on the role of t remains confidential and will not be disclosed to the writer or other [MA2019] (2) 15: 15. Specifically, the lesson focuses on understanding how the anemia of the sickle cells is a genimal distance inherited, illustrates how the structure of red blood affects blood flow and explains how possible gene combinations can be passed from parents to their children. Part 4 Description: This lesson will focus on the creation of schedules. Nuance Analysis in the meaning of words with similar denotations. [LIT2010] SCI (6-8) 1: 1) cites specific textual evidencies to support the science and technique texts. The standards of visualization of the standards (SS2010] wing (4) 6: 6) describe cultural. econamic and polytics of the life styles of farmers of the nineteenth ante, owner rivers of plantations, slaves and inhabitants of the city. Students will use mathematical skills, such as media skills and scientific process, such as observation, comparison and data record. The teacher will lead students to use Jigsaw's literacy strategy, in which students become members of a domain group and a group of experts while researching and discussing
their designated tab. (This can be done as a reading aloud or in groups of literature.) The books used wearing in this particular activity are Bud, not Buddy and the Watsons for Birmingham . (Expectations of expense of degree for the types of writing are defined in patterns 22-24 above.) [W.5.4] [Ela2015] (5) 26: 26) With orientation and support from colleagues and adults, Develops and strengthen writing as needed to plan planning, review, edit, rewrite or try a new approach. Raze of use and rate reasoning to solve mathematical and real world problems (including, among others, conversation of measurement and equivalent) using a variety of models, including equivalent proportion tables and equations. (Convention buildings must demonstrate the command of the first transactions on the language ribbon in the SAINS K-11.) [W.11-12.5] Subject: English English Arts (11) title: Understanding you: Using the understanding of the description fiction writing: In this lesson, students revise the use of "you" understood in writing and creating yours Creative rehearsal of na £ o - Subject: Science (9 - 12) Tit: Who is talking? Subject: Science (9 - 12) Tit: Who is talking? earth's materials move? Students test materials and projects to determine the best design for the ceiling. Finally, students create a written and pictory response comparing the water and ice with the microwave mug cake to provide evidence that some changes in the matters can be reversed, while others are not . [SL.1.5] [Ela2015] (2) 22: 22) Write opinion peans in which they introduce the tâpic or book on which they are writing, declare an opinion, provides reasons that Opinion, use that linking words (for example, because, as well) connecting the opinion, use that linking words (for example, because, as well) connecting the opinion and reasons and provides reasons that Opinion and reasons and provides reasons that Opinion and reasons that Opinion and reasons and provides reasons that Opinion and reasons that Opinion and reasons and provides reasons that Opinion and reasons that Opinion and reasons and provides reasons that Opinion and reasons that Opinion and reasons and provides reasons that Opinion and reasons and provides reasons that Opinion and reasons that Opinion and reasons and provides reasons that Opinion and reasons that Opinion and reasons that Opinion and reasons and provides reasons that Opinion and reasons that provide greater stability. Solve one and two steps "how many more" and "how many problems" using information presented in scale grades. Subject: Digital Literacy and Computer Science (9 - 12), teams to design a disaster preparation guide to share with the community to reduce the impact of a natural disaster using iPad creativity apps. After climbing the objects and the objects in our solar system, students create a scale model of the solar system using a roll of hygion paper. Link IDI of information using words and phrases (for example, another, for example, also because). The literature of Stem and Arts of the English. They collect, grain, and analyze data to see which variables are affecting the velocity of the pipe in order to foresee the movement of new bones. It can be used as an introduction or a follow -up class. SUBJECT: Science (4) TIM: Ocular Spy Description: Throughout this lion, students discovering how the lens in their eyes helps focus on light. [Ela2015] (2) 12: 12) Describe the connection between a system of historical events, ideas or scientific concepts or steps in the procedures technicians in a text. [L.2.1C] d. Read the degree words of grade. [RI.3.7] Subject: Arts of the English Wool (3) Title: Tornadoes: Cause and Effect Description: The liontence will begin with a brief review of the previous literature About how climates and geographical locations can affect climatic patterns and produce natural disasters. Visualize the standard (s): [S): [Ela2015] (4) 22: 22) Write opinion parts about tanpics or texts, supporting a point of view with reasons and information. SUBJECT: Science (6) TREATH: OLÃ €, Moon description: In this interdisciplinary lion on the phases of the moon, students create their own practiced in a bottle and use this exploitation to make more connections. [SC2015] (4) 15: 15) Analyze and interpret data (eg, in the slope of slope, slope, water flow, freezing cycles and thawing Water, heating and cooling cycles, wind speed, relative rate of soil deposit, amount of vegetation) to determine the effects of weathering and the erosion rate By water, ice, wind and vegetation using a form of weathering or erosion at a time. [Ela2015] (4) 24: 24) Write narratives to develop real or imagined experiences or events using effective technique, details and sequels of clear events. Analyze and Data (for example, pedigree grades, family and population studies) on mendelian and complex geners (eq, sickle cell anemia, cystical fibrosis, type 2 diabetes to determine genhanic inheritance standards and risks of disease of genes and environmental factors. [RL.11-12.1] [Ela2015] (11) 10: 10) cites strong and complete textual evidence to support the dwarf of what the text explicitly says, as well as the inferior extracted from the text. confusing words (for example, also, two; two; lä). When writing. [RF.3.3C] D. [RI.4.5] [ELA2015] (4) 18: 18) Integration of two texts on the same text to write or talk about it with knowledge. Use the understanding of the value of the valu demonstrate understanding of words and nuance relations in the meanings of words. Using students' ideas, the teacher will create a list of fanic and quantic properties that can be used to recognize different substances. [L.1.1d] e. Students also convert the media of units into degrees into units in radians. Visualize the standards tandards: [s): [dlit] (7) 6: R6) Produce, revise and review self -tantic artifacts that include multimamine using appropriate digital tools. [DLIT] (3) 5: R5) Locate and select Digital Sources Information to answer research questions. [W.6.9] a. Visualize the standard (s): [MA2015] PRE (9-12) 22: 22) (+) Read values of a variety of a grapel or table, as the function It has been to be a standard (s): [MA2015] PRE (9-12) 22: 22) (+) Read values of a variety of a grapel or table, as the function It has been to be a standard (s): [MA2015] PRE (9-12) 22: 22) (+) Read values of a variety of a grapel or table, as the function It has been to be a standard (s): [MA2015] PRE (9-12) 22: 22) (+) Read values of a variety of a grapel or table, as the function It has been to be a standard (s) as the function It has been to be a standard (s) as the function It has been to be a standard (s) as the function It has been to be a standard (s) as the function It has been to be a standard (s) as the function It has been to be a standard (s) as the function It has been to be a standard (s) as the function It has been to be a standard (s) as the function It has been to be a standard (s). a reverse. one. View the standard standard (s): [s): [SC2015] LSC7 (7) 17: 17) Obtain and evaluate pinch data to compare patterns in Embryological Development in Varia Espão to identify relationships in no evident in adult anatomy. In the food chain, students should show how an ecosystem provides energy from a producer to consumers and ending with a decomant. Provide a declaration or end section. Use collective nouns (eg group). Students test as their buildings are tasted by earthquakes are through an earthquake simulation using a gelatin pan. Riis and Ida M. [L.K.2] a. [DLIT] (3) 19: 13) Communicate the main ideas and details collaboratively in a way that informs, persuase and/or entertainment, using digital tools. Example: Students project and create pan / leaflets to advertise a school art show or atlot activity. Author of class recommended by coach Tim Courtney Winn Hamilton. View the standard standards (s): [SC2015] HAP (9-12) 7: 7) Use models to determine the relationship between structures and the functions of the cardiovascular system (eg components of the Blood circulation through the heart and body systems, blood groups, heart anatomy, types of blood vessels). [Rf.1.2b] c. Frequent form and use irregular plural nouns (eg, pages, children, teeth, rats, fish). [L.4.2b] c. [Ela2015] (6) 17: 17) Integrate the information presented in different moms or formats (for example, visually, quantitatively), as well as in words to develop a coherent understanding of a tonic or question. The lion includes a field trip from the zolygic zolytic field trip, class discussions, mini scrapbook point of view and a brief presentation to the class. Subject: Science (2) title: All on the subject !!! DESCRIPTION: Students discover and explore types of matters around us. View Patterns is Standard (s): [SC2015] Biol (9-12) 13: Obtain, evaluate and communicate information to explain how the organisms are classification, dichothanic keys). [W.11-12.2f] Subject: English Dowrencing Arts (12) Title: Grendel and The New Kid Description: Students compare/contrast Grendel de Beowulf with a new student at school that is intimidating students from school. GREAT ORGANIZERS AND COMPORTION EXPLAINATIONS OF SITEE AND PRESENTS POSSIBLE SOLUTIONS. This is a standard class plan ready for college and career. ¢ â ¢ describing the effects of governmental policies on the free market - identifying laws that protect consumer rights are violated isoner comparing econamic systems, including Market, command and traditional [SS2010] CIV (7) 9: 9) Apply the Principles of Money Management

a Preparation of a personal orient that addresses housing, transportation, food, clothing, Expenses Ma © Tips, Insurance, Chains, and Savings Accounts, Employment, Investments, Cront and Comparison Purchases. Produce, expand and rearrange complete and complete and complete and complete and complete the movie; The little boy watched the movie; the action movie was watched by the boy). Subject: Science (5) Let's Modeling Energy in the description of the Food Chain: In this lesson, students demonstrate a understanding of the transfers of matters ecosystems, building a model food chain. A ¢ â A ¢ Describing the Principles contained in the Declaration of Independent Explaining the contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon and supporters of others Parahs for American revolution - describing efforts to mobilize the American revolution, explaining the effect of the 1783 Paris Treaty on the development of the United States [DLIT] (5) 5: R5) locate and cure sources information. digital to answer research questions. [W.7.1C] d. Students decide to vote on which recycling items. Use the diary and descriptions of action, thoughts and feelings to develop experiences and events or show the response of the characters to situations. Each student chooses words to add to their individual word bank. Use a vamgula to separate an introductory element from the rest of the sentence. The mother is also a form of art. [RL.K.2] Subject: Science (K), English Wool Arts (K) Tit: Lying 4: Recycling of Product Lionry: This Lion It can be taught as part of the unit plane -solensions to reduce human impact on the environment. This literature will culminate in the recycling literature stat of Alabama and the NASA Space Flight Center Marshall. Students will work in groups collaboratively to organize five events, steps or hours focused on the child. [L.K.5b] c. [L.1.6] Subject: Arts of the English Wool (1) Title: Explous Mouthpieces for "SH" Description: This lionte covers the conscience of a river mixture, the sevents, steps or hours focused on the saying the sevents and the saying the sevents are sevents as a sevent s Demonstrate the basic knowledge of individual correspondents of letter sound, producing the privacy sounds or many of the most frequent sounds for each consonant. Subject: Digital Literacy and Computer Science (2), English Language Arts (2) title: Title: PowerPoint description: The students of the second are to see a presentation of digital slides made by the teacher. Visualize the standard (s): [S): [Ela2015] (2) 14: 14) Know and use vain text resources (for example, subtitles, bold impression, subtoli, gloss, fandices, Electrical menus, facones) to locate -chave facts or information in a text with efficiency. There are additional resources (for example, subtitles, bold impression, subtoli, gloss, fandices, Electrical menus, facones) to locate -chave facts or information in a text with efficiency. after using Hyperdoc. This lesson plan was created in partnership with the Birmingham Zooly. View the standard (s): [s): [Ela2015] (5) 4: 4) Determine the meaning of words and phrases such as being used in a text, including figurative language, such as methaphans and healthiles. The observations made to lead to a greater understanding of the soil properties of the soil. Students will work in pairs and conduct research on American sounds and create a digital story on a samble of your choice. View the standard (s): [SC2015] (3) 1: 1) Plan and perform an experiment to determine the effects of balanced and unbalanced forms on the movement of one object using one variance at a time, including, including UNHERE, size, direction, speed, position, friction or air resistant (eg, balanced forces pushing on both sides in an object, such as a ball, producing movement) and communicate these discoveries graphically. Solve measurement problems involving simple decimals or decimals. This lionte uses common objects easily obtained by teachers. [Ps.1.1b] c. It is vital for children to become aware and appreciate cultural diversity in people. A ¢ â A ¢ recognizing the founding parents of our Paãs, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams John Hancock and James ¢ â Â ¢ recognizing history figures, including Abigail Adams, Dolley Madison, Hartietman, and Harriet Stowe ¢ âferences describing the meaning of national holidays, including the birthday of grainness of gain. WASHINGTON, Lincoln Memorial Subject: Character Education/Describe The first elementary: This lion helps special education/elementary school students learn about George Washington and Abraham Lincoln and discuss how each one demonstrated the honesty of Honesty. and use models to demonstrate codominance, incomplete domain and mendel segregation laws and independent variety. : 24) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and light event sequences. [L.1.1J] [Ela2015] (1) 40: 40) With orientation and support from adults, they demonstrate understanding of words and nuance relations in the meanings of words. [W.5.2E] [Ela2015] (5) 38: 38) Demonstrates the command of the convention of grart and use in English standard when writing or speaking. Students may also identify and describe periodic tendons. Students will present their pet rock story story. After reading students, discuss ways to help your environment through 3R (reduce, reuse, recycle). Students will use a story point of view in comics. Finally, the students will present their stories in class. Use a variety of words, phrases, and transactions to manage the sequence of events. Subject: Science (8) title: toy cars and Newton Law Description: Students will conduct an experiment to determine the effect of the mass on the A toy car will roll. Apply alphabet order to the first letter of words to access information. Support claims with dialogy and relevant and accurate evidence and evidence that demonstrates a understanding of the t.P. or text using credible sources. I am lengths of vain objects for the most close unity. Define words by category and one or more -chave attributes (for example, a duck is a padassaro that nothing; a tiger is a big cat with stripes). (The edition of convention must demonstrate the command of the first transactions of languages in the San K-5.) [W.5.5] [Ela2015] (5) 33: 33) Aloud or information presented in various moms and formats, visually, quantitatively and orally. Visualize the standard (s): [MA2019] (5) 19: 19. Students defend their opinions using an open microphone fan and creatively demonstrate their understanding of poetry writing. [EL2015] (2) 29: 29) Participates in collaborative conversations with various partners about 2 degree 2 and texts with colleagues and students determine which types of blood are donors and universal destinations. [Ri.k.7] Subject: Arts of the English (k) Title: Spacing in Abarners Description: As part of a unit on abnorms, students learn about the life cycle of an Abrabo. Examples: Find simple facts about a specific typical, create a slide that contain facts located in commercial books or other sources. contributions of the person, write a brief biograde summary and, as an extensive, create an image 3D scanning The individual's life and times. Subject: Science (9 - 12) Tit: Dragon Genetics Description: Students will work together to complete a unit of hypereselon centered on animal adaptations for patterns in the 3-5 ries. [RL.9-10.3] [ELA2015] (9) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [RI.4.3] [ELA2015] (4) 3: 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. [ 18: 18) Integration of two texts on the same text to write or talk about it with knowledge. Subject: English Wool Arts (4), Social Studies (4) Title: What is the land of the earth? [SL.2.5] Subject: Education for the character (K - 12), English Wool Arts (1 - 2) Tit: Are you jumping with joy or fitting? Then the book A Bobbie Kalman is used to promote students who learn the components that make up a forest habitat and how these components
interact with each other. Finally, students draw a diagram and write an explanation of the apparent star movement using data from the grain model and the class. [SC2015] ES6 (6) 15: 15) Analysis evidence (eg databases on human population, food consumption rates and other natural resources) to explain how changes in human population, per capita consumption of natural resources and other human activities (eg land use, resource development, pollution of water and air, urbanization) affect the systems of the land. Read the words with flexible finances. I know the correspondations of spelling for common consonants. [Rf.1.2] a. Students examine similarities between the two preconities and discuss possible reasons for such similarities. [W.3.2D] [Ela2015] (3) 25: 25) With orientation and adult support, they produce writing in which development and the development and (9 - 12) Title: Disease and Description of the integumentary system: This is a learning activity based on projects of the integumentary system, where students investigate different diseases that can affect skin, hair or nails. the class. [Arts] Visa (8) 4: 4) Defines and/or illustrate awareness of practices, questions and is appropriate, fair use, copyright, open and creative creative creative creative as they apply to the creation of works of art and design. Visualize the standard standards (s): [SC2015] (4) 4: 4) Design, build and test a device that alters energy from one way to another (eg, ELABRATE CIRCUITS Converting Electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting electrical Energy moving , light, lightweight, lightweight, lightweight, lightweight, lightweight, lightweight, light energy into tinic energy). Then the students read an informative article about flower plants and reaffirm the main words of vocabulary in the correct categories to demonstrate their knowledge of the specialized reproductive structures of plants. Visualize the standard (s): [CE] (0-12) 4: 4) Honesty [Ela2015] (2) 2: 2) History recipront, including folklings and folk tales of various cultures, and determine your Central message, lining, or moral. View standard (s): [S): [SC2015] ES (9-12) 6: 6) Get and evaluate information about copernicus, Galileo, Kepler, Newton and Einstein to communicate how their discoveries challenged conventional thinking and allowed for academic advances and spatial exploitation. [L.1.2E] [Ela2015] (1) 37: 37) Demonstrates the command of the convention of the Gratic and Use in English standard when writing or speaking. Subject: Science (1) Tit: Light, can you not see? [W.3.2b] c. The lesson plan is divided into three -duty. , Standard (s) standards: [SC2015] LSC7 (7) 1: 1) get involved in evidence arguments to support the claims of the theory of the Ctans. He continues to explain how particle addition to nanoscala can be the solution to these problems. Students vary the dough that is being thrown by each car and will change the number of used elasticals to throw the dough. names. Students will use their skills in language development and language development to find confidential sources â € hys on the Internet, evaluate and integrate information of these texts, selecting a suitable digital platform to share their discoveries and create a cohesive presentation showing its domain of learning results. They shape volcanic eruption and fan formation through a practical activity using bicarbonate of healthy, vinegar and game. [RF.4.3A] [ELA2015] (4) 21: 21) Read with sufficient precise and fluency to support the understanding. Students explore these concepts through reading the literature of a child aloud, discussion about personal experiences, brainstorming activities and classification (with optional technology use) and activities with light boxes. This lesson can be completed in two 45 -minute sessions or a 90 -minute sessions or a 90 -minute session. This lesson plan was created in partnership with the Birmingham Zooly. Visualize the patterns: [SC2015] ESS (9-12) 5: 5) Use the mathematical to explain the relationship of thee Earth Axis Inclinations (for example, In the ZãªNite, solar, the superphyte) and its revolution on the sun, addressing the intensity and distribution of sunlight in the earth's superfCie. [W.4.2E] [ELA2015] (4) 18: 18) Integrate two text information about the same tâpic to write or talk about it with knowledge. ¢ â â unch by recognizing the founding parents of our Paãs, including Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock e e Madison, Harriet Tubman and Harriet Tubman and Harriet Beecher Stowe - describing the meaning of national holidays, including the birthday of Martin Luther King, Jr.; Presidents Day; Memorial Day; July 4; Veterans Day; and the day of grain action. WASHINGTON, Lincoln Memorial Subject: English Wool Arts (1), Social Studies (1 - 2) title: Diva All American, Ruby Bridges Description: In this lesson, students discover the impact that Ruby Bridges did in the story when she became the first black child attending a white school. Her students certainly fall in love with the story, Ruby has to tell and how the courage of this child has changed life in the United States. This is a standard class plan ready for college and career. The interruption would be resolved through negotiation. (Alabama) Examples: Pron @-History-Palean-Indian, Archaic, Woodland, Mississipian-Choctaw, Chickasaw, Cherokee, Creek (Alabama) œ Â ¢ Identifying Paps of Archaemon and Paleontologists [she2015] (3) 24): 24) 24): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and light event sequences. Visualize the standard standards (s): [ss2010] LWT1 (1) 8: 8) Identify terrestrial masses, water bodies and other fanatic characteristic in maps and globes. Subject: Science (5) Title: What does life require? ¢ â Â ¢ Tracking the flow of blood through the body - identifying blood components - describing the formation of blood squads - distinguishing between human blood groups. infarction, mitral van prolapse, varicose veins, arterioscleroals [SC2015] HAP (9-12) 7: 7) Use To determine the relationship between the structures and functions of the cardiovascular system (for example, blood components, blood circulation through the heart and body systems, ABO blood groups, heart anatomy, types of blood vessels). Subject: English Wool Arts (5) Title: Who is talking? [SS2010] USS5 (5) 8: 8) Identify major American revolution events, including Lexington and Concord, Bunker Hill, Saratoga and Yorktown battles. This literature links reading and informative investigation with the of the poetry as catharsis. [SL.K.3] Subject: Science (K), English Wide Arts (K) Tit: Expected Severe Climate Description: This lesson increases students' knowledge of the severe climate and the prediction of time. . [RI.4.9] Subject: English Wool Arts (4) Title: Expository Essay of Five Paragraphs: What was the social, political and eco -man impact of the great depressing on the lives of Alabamians? An example of a scenery would be:  $\hat{a} \in$ œWhen it provided toilet paper, silk paper and paper towels, which material would be most effective? Students will present the data collected in a presentation of Google Slides. Examples: Building houses on stilts in prone to flooding, purchase of earthquakes and flooding, providing harsh or tornadoes, establishing emergency evacuation routes: Literacy Digital and Computer Science (3), Social Studies (3) title: Master of Disaster (Elementary Notes) Description: Students research natural disasters and their impact on people. They will work on teams to design a disaster preparation guide to share with the community to reduce the impact of a natural disaster that uses iPad creativity apps. Description: In the urban dictionary,  $\hat{a} \notin c \ c \ c \ c$  Chink Term of Garia that describes something that is  $\hat{U}$ ti  $\hat{A}$ dy  $c \ c \ c \ c$  Racially stylized or prepared "in this literary, the students explore the concept of evolution using their engineering skills to" build "Vanios Nipples of Padassaros that are "âmy å" Eldlessly of style, ¢ â â € ¢ â Âdy ¢ Â ¢ Âdy "EN FLEEK," to capture Different types of food. [W.7.1a] b. (Alabama) [Ela2015] (0) 2: 2) With request and support, they retell family stories, including important details.
[SL.9-10.1A] b. This kind will require two 1 hour sessions. [RL.4.3] [Ela2015] (4) 32: 32) Effectively involve in a collaborative discussion (individually, in groups and led by Teachers) with various partners in tappic and texts of SA © rie, building in the ideas of others and monsters in courses. Finally, students will apply the data collected from those Experiments to write an answer QUESTION: a € œHow the tumic energy is the sun distributed between the earth's superfide and the atmosphere? Visualize the standard standards (s): [SC2015] Biol (9-12) 14: 14) Analyze and interpret data to evaluate the resulting adaptations of the natural and artificial selection that can cause changes in the population §Ations over time (eg, resistant antibody-bactus, nozzle types) spicy moths, pest-resistant crops). Subject: Science (K) Tit: Want S'mores? [L.6.5] a. Students will watch a music video that explains how forest animals can change their environment to survive. View patterns are Standard (s): [Ela2015] (4) 19: 19) At the end of the year, read and understand informative texts, including history/social study, science and texts, Ries 4-5 Text complexity band in a proficient way, with scaffolding as at the high end of the range. Visualize the standard (s): [CE] (0-12) 3: 3) A: C1.5-Entre that the success of the school It is the preparation to make the student's transactions to the community member [Ela2015] (2) 27: 27) participate in shared research and writing projects (for example, read Various books on a tonical one to produce a report; registered science observations). The standards of the standards of the standards (s): [SC2015] Chem (9-12) 11: 11) Construct an explanation that describes how liberation is described The energy or absorption of a system depends on the changes in the components of the system. Focusing on nanotechnology, this lesson discusses the benefits of incorporating silver in the filters to kill harmful backer. [Rf.1.3a] b. Students will develop a hypothesis on the effect that Wallace's views and action had in the image of Alabama and the changes in their character over time. [W.4.2A] b. During the video, the teacher will interrupt the video, the teacher will interrupt the video for students collect and have data from each experiment graphically in order to determine the longest snowfall. Examples: Lusitan wreck, Zimmerman's note, alliances, militarism, imperialism, nationalism - describing military and civilian papits in the United States during World War I - explaining paps of important people associated with first World War, including Woodrow Wilson and Archduke Franz Ferdinand - analyzing the technological advances of the First War era for its impact on modern examples of war: machine gun, tank, submarine, avião, poisonous, mother of the gaps involved in the First War era for its impact on the First World War and border change after war is A ¢ â A ¢ explaining the intensification of isolationism in the United States The example of the First War era for its impact on modern examples of war: machine gun, tank, submarine, avião, poisonous, mother of the gaps involved in the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on modern examples of the First War era for its impact on the World War: the United States Congress For the Treaty of Versailles, the league of the Naãeses and Red Scare ¢ â A œm A ¢ recognizing the strategy placement of military bases in Alabama (Alabama) Subject: Literacy standards (6 - 12) (6 - 8), title of Social Studies (6): Reading can save a description of the soldier: at the turn of the twentieth century, illiteracy was common in the United States. This lesson was created in partnership with the Alabama Archives and History Department. [SS2010] Wing (4) 1: 1) Compare history and current, polytic, poetic ECONAMIC DEVELOPMENT, LAND USE, AND POPULATION MAPS. Students enter a class discussion about their thoughts about their daily lives. See standard patterns (s): [dlit] (4) 18: 12) Use basic digital tools to communicate ideas and important details in a way you enter and/or persuase. The literary, although this should be the first, because it has the video of the growth of the population. Students measure the distance that cars travel using the variables. Provides reasons supported by facts and details. [SL.4.4] [SS2010] WAR (4) 6: 6) Describe cultural, eco -so aspects and controversy of the life styles of farmers of the only nineteenth -grandson, ownership of plantations, slaves and people from the city. Present a tâpical clearly, provide an observation and general focus and information related to the group logically; Include formatting (for example, tatulos) illustrations and multimamine when it is to help understanding. [L.2.1D] e. Therefore, it is necessary that Teaching the arts, students also learn about the value of mother as a form of art. Subject: Science (9 - 12), literacy patterns (6-12) (9 - 10) Tit: Comparing intermolecular forms description: Students also learn about the value of mother as a form of art. compare and contrast the intermolecular variations that exist between compounds. During this literature, students are losing and analyzing the principle documents that focus on the importance of literacy for Alabamian soldiers -Lit2010 (6-8) (2 and 7). DESCRIPTION: Students are losing and analyzing the principle documents that focus on the importance of literacy for Alabamian soldiers -Lit2010 (6-8) (2 and 7). between the creative and transgenic plants. Use vangulae and quotation marks to mark direct speech and the atticle. This lesson plan can also be used to teach the study course No. 1 of the study in the stupid course in sciences of the Saode. [RI.1.10] [Ela2015] (2) 19: 19) At the end of the year, read and understand informative texts, including history/social studies, sciences and texts, in the 2-3 band Procurement complexity, with scaffolding, as needed, at the high end of the range. View the standard (s): [EL2015] (4) 14: 14) Describe the general structure (eg chronology, comparison, cause and effect, problem and solution) events, ideas, concepts or information in a text or part of a text. Visualize the standards: [s]: [dlit] (4) 18: 12) Use basic digital tools to communicate ideas and important details in a way that inform and/or persuas. [SL.6.1D] [ELA2015] (6) 34: 34) presents claims and discoveries, sequenced logically and using discretions, facts and details to accentuate the main ideas or themes; Use eye contact adequate volume and clear. A, , , Standard (s) standards: [MA2015] Alt (9-12) 9: 9) (+) Add, subtract and multiply appropriate dimensions. Students test the effectiveness of their tents. [L.3.2A] b. Analyze the representation of the data describing the center, spreading, shape (including approximately remedies or distorted) and unusual resources (including approximately remedies). Description: The lining will begin by the students who access their knowledge of a fan of fan and the fan registration, creating a "chain letter" with their classmates. Examples: The Crusades, the Hundred Years War, Black Death, the Mother's Class Ascension, Commercial Prosperity-Identifying Changes in the Arts, Architecture, Literature and Science at the end of the age (1300 -1400 AD) Subject: Social Studies (8) title: "Pocket full of positions" Description: Black plague affected all members of society at the age age. The DIARY is able to understand how black death brought policy and econhamic changes at the end of the age. Students will collaborate with a partner to compose their own mother on the impact that black death had on Famania, the church or the economy during the age age. ) Describe the role of money in everyday life. [W.3.1a] b. Subject: Science (9 - 12) TRE: Using heavy survey to demonstrate how conventional thinking has changed over time describing: In this lion, students build rockets powered by balloon to launch the largest. load is possible on the ceiling of money in everyday life. [W.3.1a] b. Subject: Science (9 - 12) TRE: Using heavy survey to demonstrate how conventional thinking has changed over time describing: In this lion, students build rockets powered by balloon to launch the largest. load is possible on the ceiling of money in everyday life. [W.3.1a] b. Subject: Science (9 - 12) TRE: Using heavy survey to demonstrate how conventional thinking has changed over time describing: In this lion, students build rockets powered by balloon to launch the largest. load is possible on the ceiling of the the classroom. A lesson on the description of the forction and movement: this lesson will involve students the way an object can move by applying the forms of and pull. Subject: Science (7) Tit: Wanted: Dead or Alive? Students will work in layered groups to prepare a brief presentation to share with the class in a real -life scene, demonstrating Newton's 2nd law. Link the opinion and reasons using words, phrases, and clans (for example, consequently, specifically). [RI.2.9] Subject: English Wool Arts (2), Science (2) Title: 2- If we perform the zohon. How do animals affect our environment? Explain in the context the meaning of a point (x, y) in the grain of a proportional relationship, with special attention to points (0.0) and (1, r) where r © © the unit rate.
View the standard (s): [SS2010] LWT2 (2) 2: 2) Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justion and responsibility for the common good. Then they use the engineering design process to create innates that use the £ s to perform a task. [RI.4.10] [ELA2015] (4) 23: 23) Write informative or explanatory texts to examine a typical and transmit ideas and information clearly. [SL.K.1A] B. [EL2015] (2) 24: 24) Write informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and informative or explanatory texts to examine a typical and transmit ideas and transmit ideas and transmit ideas and transmit ideas an feelings, use temporal words to signal the order of the event and provide a sense of closure. [W.3.7] Subject: Digital Literacy and Computer Science (3), English Dowrentense Arts (3) Title: Do you have a babushka? [W.5.2E] [Ela2015] (5) 25: 25) Produces clear and coherent writings in which development and organization are appropriate for the task and animals provide their needs by changing their environment (for example, the shades of the grinders breaking a calion to provide space, the red fox digging to create a lair to create a lair to create young people and humans who cultivate gardens for food and construction roads for transport). Subject: Science (9 - 12) Tit: Solar and the unequal warming of the description of the earth: In this activity, students shape as the direction of sunlight affects the warming of the earth atmosphere. In Ecuador. View the standards: [s): [SC2015] PS8 (8) 14: 14) Use models to build an explanation of how an object system can contain potential energy types and quantities (for example, Observe the movement of a roller coastal cart in Varias inclinations, altering the tension in an elastical, varying the number of batteries connected in a rie, observing a balloon with an elion load © Trica is being brought closer to the hair of a classmate). Subject: Literacy patterns (6-12) (6-8) Tit: The tasty T-Rex: How the cladograms can provide evidence about the similarities and anatistic differences between modern organisms and old? Subject: Science (9 - 12) TIM: ABO Blood Groups and how they contribute to blood transfuses are possible among certain types of blood. Boost conversations posing and answering questions that investigate reasoning and evidencies; Ensure a hearing for a complete range of positions in a tonic or question; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives. [MA2019] (2) 1: 1. [SL.4.1D] [Ela2015] (4) 10: 10) See details and examples in a text by explaining what the text says explicitly and by extracting inferings of the text Then the teacher will lead the students to A set of revised glass phones using a variety of different materials. Example: project a futuristic art room, city or or Visualize the standard (s): [CE] (0-12) 1: 1) Courage [CE] (0-LWT (0) 11: 11) Identify sounds, customs, famous individuals and representative celebrations of our state and noise. [W.2.3] [ELA2015] (2) 25: 25) With orientation and support from adults and colleagues, focus on a tabal and strengthens writing as needed to review and edit. Then they use websites, careful reading of non-value tickets and vocabulary construction activities to prepare them to build their own energy transfer models in a Food chain to show that the energy in animal foods was already the sun's energy. [RL.7.2] [Ela2015] (8) 2: 2) Determine a theme or central text of a text and analyze its development throughout the text, including its relationship with the characters, configuration and plot; Provides an objective summary of the text. [Ela2015] (6) 27: 27) Conduct short research projects to answer a question, based on vain sources and reorienting the rite when appropriate. The trijule and the paschal combination of the ones used to complete binomial expansion. [W.8.1e] [Ela2015] (8) 6: 6) Analyze however a question, based on vain sources and reorienting the rite when appropriate. differences in the views of the characters and the pill or reader (for example, created through the use of dramatic irony) effects such as suspense or humor. Use a root word known as a clue about the meaning of an unknown word with the elderly, photographs, maps, artifacts [MA2019] (2) 22: 22. [RL.4.3] [Ela2015] (4) 2: 2) Determine a theme of a story, drama, or poem of details in the text; Summarize the text; Summarize the text, By viewing documents of principle of Alabama newspapers, the students will make judgments as to the effectiveness of the newspaper Jornal Use the verbal time to transmit several times, sectional, states and conditions. Students denote the differences in cytokinesis and explain reasoning for differences. View the standard (s): [SC2015] (2) 5: 5) Plan and conduct an investigation, using one variance at a time (for example, water, light, soil, air ), to determine the growth of plants. Subject: MATHROTIC (5), avenue! This is a standard class plan ready for college and career. Use the precise language and the specific vocabulary of the domain to inform or explain the typical. Spelled words of no phonetically climbing, based on the conscience of a speechlessness and the orthogrian convention. Visualize the patterns (s) (s) standard (s): [SC2015] (5) 5: 5) Construct explanations of observations to determine how the density of an object affects whether the object sinks or floats when placed in a wool. In the conclusion of the lion, students create a drawing that illustrates how an animal can change their environment to meet their needs. [MA2019] (3) 16: 16. Visualize the standard (s): [SC2015] (3) 15: 15) Evaluate a project solution (for example, flood barriers, wind resistant roofs, lightning rods) that reduce the impact of a climate -related danger.\* [Ela2015] (3) 11: 11) Determine the main ideas of a text; Remember the -chau details and explain how they support the main ideas. [W.3.1d] [Ela2015] (4) 22: 22) Write opinion parts about tanpics or texts, supporting a point of view with reasons and Give a brief declaration of facts; Therefore, the teacher must provide expansions if necessary. required. Social Studies (5), Digital Literacy and Computer Science (5) title: Declaring the independence description: Students develop a understanding of the purpose of declaration. independently, synthesizing the complaints listed by the founding parents. It is important that students understand the concepts and particular sentences. [W.2.3] [Ela2015] (2) 31: 31) Fault and answer questions about what a speaker says to clarify the understanding of a typical or question The. Students discuss their discoveries with group members. [SL.9-10.1D] Subject: Inglese Downing Arts (10) Title: Understanding poetry: Noting Puritan Poetry Description: This lion is part of a larger unit than literature. American. The figurative and strategy devices used to the Puritan poets of the 16th century by creating poetry in a closed or fixed way. This is a standard class plan ready for college and career. [SC2015] PS8 (8) 10: 10) Use Newton's third law to project a model to demonstrate and explain the resulting movement of two objects in collision (for example, two cars bumping into each other, a hammer reaching one nail).\* Subject: Science (8) title: Newton's Movement Laws Part 3: 2nd Law and Newton Review DESCRIPTION: The third portion of a lion Newton's laws of movement, this lion is concentrated in Newton's 2nd Law and offers the review of the three laws. Decode the words of two shades following basic patterns dividing the words into Son. Determine "the less" in one category than in another using data organized in two or three categories. [MA2019] (0) 17: Observe and describe what happens to chocolate and marshmallow over time. The teacher can specify specific categories or let the student choose any word. Subject: Science (4) Tit: When light enters your eyes description: How does light affect the vision? In this lion, students observe how light reflects objects and eyes so that we can see. They learn how the pupil controls the amount of light that enters the eye, how we perceive the color feeling different wavelengths from light and why objects look different in bright and weak light. [RL.6.10] [Ela2015] (6) 16: 16) Determine the
point of view or proportion of an author in a text and explain how he is transmitted in the text. DESCRIPTION: This lesson allows students to add and subtract matrices. Students can use graceful calculators to insert matrices. Create a real or imagined home. Explain your own ideas and understanding the light of discussion. [DLIT] (3) 6: R6) Produce, revise and review auto tantle artifacts that include multimamied using appropriate digital tools. Visualize the standards (s): [dlit] (9-12) 37: 31) Create interactive data views using software tools to help others understand real-world phenomena. Subject: Digital Literacy and Computer Science (5) Title: Native American group of each of the northern rich. [DLIT] (9-12) 6: R6) Produce to help others understand real-world phenomena. revise and review auto tantle artifacts that include multimamide using appropriate digital tools. Subject: Social Studies (5), Digital Literacy and Computer Science (5) Tit: Technology Timeline! Main events and battles of the description of American revolution: students can identify certain important events and the battle of DESCRIPTION: When we hear the words movement of civil rights, we have views of Dr. Martin Luther King and some others. Students collaborate to create a presentation of project-based learning activity and present it class. At the end of the literature, students will edit their writings using the grain of the wording provided. [RL.2.2] [Ela2015] (2) 28: 28) Remember information information information supplied to answer a question. [SC2015] (4) 3: 3) Investigate to determine changes in energy resulting from increases or decreases at the speed that occur when objects collide. [LIT2010] SCI (9-10) 2: 2) Determine the core ideas or text conclusions; track the explanation or representation of the text of a process, phenomenon or complex concept; Provides a precise summary of the text. They create circuits and determine the difference of tensioning, current and resistant in the circuit using OHM's law. Using the stain of the break, the students read an informative text regarding the change in the anatomial structures of the whale over time and complete a data table. Visualize the standard standards (s): [dlit] (4) 5: R5) Locate and select digital sources information to answer search questions. [L.3.2G] Subject: Digital Literacy and Computer Science (3), English Wool Arts (3) Tit: Writing NOTES OF THANKING DESCRIPTION: It teaches students how to write a thank -you note using the writing process. Students are also a forecast for a far away the car will roll if more mass is added. ] ES6 (6) 15: 15) Evidence Analysis (eg databases on human population, food consumption of natural resources) to explain how changes in human activities and other natural resources and Human activities (eg databases) to explain how changes in human population, per capita consumption of natural resources) to explain how changes in human activities (eg databases) to explain how changes in human population, per capita consumption of natural resources) to explain how changes in human population, per capita consumption of natural resources) to explain how changes in human population, per capita consumption of natural resources) to explain how changes in human population, per capita consumption of natural resources) to explain how changes in human population, per capita consumption of natural resources) to explain how changes in human population, per capita consumption of natural resources and Human activities (eg databases) to explain how changes in human population, per capita consumption of natural resources) to explain how changes in human population, per capita consumption of natural resources (eg databases) to explain how changes in human population, per capita consumption of natural resources) to explain how changes (eg databases) to explain how changes (eg data (eg land use, resource development, pollution of water and air, urbanization) affect the systems of the earth. Faults to determine the main ideas and anticipate an end. [W.9-10.3] a. This lesson explores who William Weatherford was as a person, as a wool of his stream and role in the Creek War of 1813-1814. The visa standards of the pattern patterns: [SS2010] wing (4) 4: 4) relate the relationship of the five geographical records of Alabama to the movement of the event. Subject: Science (4) TIM: Investigating the soil description: This lesson provides an experience of not introductory with the ground. Students will answer this question: George Washington is living, not living or dead? Like a Saãda ticket. Examples: Lusitan wreck, Zimmerman's note, alliances, militarism, imperialism, nationalism - describing military and civilian papits in the United States during World War I - explaining paps of important people associated with first World War, including Woodrow Wilson and Archduke Franz Ferdinand - analyzing the technological advances of the First War era for its impact on modern examples of war: machine gun, tank, submarine, avião, poisonous, mother of the same way involved in the First World War and border change after war the war is the intensification of isolationism in the United States after the example of the First World War: Reaã§ The United States Congress to the Treaty of Versailles, League of Naães and Red Scare is acknowledged the strategy placement of military bases in Alabama (Alabama) [Lit2010] Wri (6-8) 4: 4) produces clear and coherent writing in which Development, the organization and the appropriate task, proportion and pill. [RI.4.2] Subject: Social Studies (4), of the English language (4) Title: Non, people ... use reflective reflective (for example, me). Students compare their balanced model ecosystem and describe a change or introduce an invasive spray to show how the equilibrium of your model ecosystem will change to adapt. Subject: Science (9 - 12) Tit: Rocket activity: Heavy survey description: Increasing loads for the rich is a challenge. Rockets require powerful engines and large amounts of thrusters. NASA is looking for creative ideas to build rockets. [L.2.2A] b. The groups sharing their information with the class and discuss how the flu affected different populations of Alabama. View the standards (s): [SC2015] (4) 16: 16) Describe Earth's characteristics on earth and ocean using map data (eg topogreal maps of earth and background. from the ocean; maps of mountain places, continental limits, volcanks and earthquakes). [RI.4.3] Subject: Social Studies (4), English Wool Arts (4) Tit: A Natural Attraction: Alabama's natural resources that attracted the settlers to Alabama. Examples: Choose from a variety of resources and materials to create a work of art. [L.7.5A] b. Through an open investigation, students will develop all to find a unit rate with a table, equivalent or equivalent. This is a literature to be used as part of a unit with "painter problems" and "what great should be?" This is a standard class plan ready for college and career. Visualize the standard standards: [s]: [dlit] (7) 22: 16) Construct the projected containment for spectable billets by means of an appropriate medium. [SL.5.5] [DLIT] (5) 22: 16) Use advanced resources from Digital and Mom Rich resources from Digital and Mom Rich resources to communicate ideas and important details in a way that inform, persuade and/or entertainment. [Ela2015] (1) 37: 37) Demonstrates the command of the convention of the Grata and Use in English Pattern when writing or speaking. [L.3.2C] d. Examples: Cultural - Housing, Education, Religion, Eco - Econnected Recreation - Transport, Support - Inequality of Legal Counts ; The farm production in Alabama, including the Black Belt and the Fan Valleys of Rio [EL2015] (4) 10: 10) See details and examples in a text by explaining what the text explicitly says and when extracting inferance of the text. [SC2015] ES6 (6) 6: 6) Provides evidencies of the data Description: This mother provides three different moms to learn about mitosis and includes practical activities based on rite. [RI.4.3] [Ela2015] (4) 15: 15) Compare and contrast a first and second mother and s Description: This Inquiry -Based Lying allows students to explore as our bodies use our voluntary nerve systems to do with May our bodies work. This lion is the result of a collaboration between the State Department of Alabama of Education and Asta. [SL.6.4] Subject: Arts of the English Wool (6) Title: Seminan Set about not compliance: Students participate in a societic seminary to discuss the ideas @ Awing of compliance as a relative theme in the novel Stargirl. [L.K.2b] c. Infer the main ideas and support details in narrative texts. Students measure until the car rolls in response to the generated action. View standards. Throughout the text; Provides an objective summary of the text. Analyze the effects of pathological conditions (eg, burns, skin cenci, bacterial and viral infections, chims) to determine the body's attempt to maintain homeostasis. A ¢ â A ¢ identifying the natural resources of Alabama during the Upon of the XIX SOUND - describing human environments of Alabama, related to settlement during the UNTORNEY of the nineteenth century, including housing, roads and names of places [she2015] (4) 1: 1) See details and examples in a text by explaining what the text explore solutions that would reduce the human impact on the environment. [RI.4.3] [Ela2015] (4) 25: 25) Produces clear and coherent writings in which development and organizational organizational organizations appropriate for task, prophecy and bullshit. Students research funds and textual resources to produce factual information on how students reacted to wars 1 and 2. Effective interpersonal - demonstrating proficiency and knowledge in the area of infections control examples: laboratory skills - washing of mothers, glove, masking, dressing and removing personal equipment (PPE). the objective of the rights to define the independent and all to
promote the resident independent [HLS] HL05 (11-12) 1: 1) Demonstrate basic assistance skills £ o. [L.3.2b] c. Demonstrate that different objects can absorb, reflect and/or conduct energy. [Ps.4.1] a. Estimate and measure wool volumes and pasta masses using liters (L), grams (g) and kilograms (kg) .A. Visualize the standard standard (s): [sS2010] GHS (3) 11: 11) Interpret Varia Sources Business to rebuild the past, including documents, letters, diaries, maps and photographs. Subject: Science (6) TREATH: PLATE TECHNICAL: PANGAEA- The description of the supercontinent: This lesson is the first of a unit of three parts on the tectan plate, which includes pron activities Inquiry based on rite. [L.5.2] a. DESCRIPTION: Students create a labeled sketch from the interior of the earth, read a variety of informative texts and fill a grade of notes that will use Edmodo as a means of publishing their newsroom and sharing with their classmates. [L.4.2A] b. [RI.7.9] [Ela2015] (7) 23: 23) Produces clear and coherent writing in which development, organizations and style is appropriate for task, prophecy and pi. [SL.3.1D] Subject: English Wide Arts (3) title: What is the vision? Develop a model to illustrate how changes in the total energy of the ligament determine whether a quantum reaction is endotamous or exotic. Finally, they place their practical learning in the real world with an exploiting cate. The first literature will include the introduction of the literature, the work in schedules and the time for formative evaluation as the students work. Wells-Barnett Temperance Movement national that affects the progressive movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Clayton's act and antitrust law - determining the influence of the Niagara Movement, including Sherman Cla Badge; Boy - Boil). Visualize the standard standards (s): [SC2015] (1) 1: 1) Perform experiments to provide evidence that the vibration of matters can create sound (for example, holding a paper piece near a speaker of the sound system, touching his throat while speaking). Finally, they will use top -topic maps of the school campus to plan an exciting but secure bicycle route. [RI.4.1] Subject: Social Studies (4), English Wool Arts (4) Title: Hernando de Soto, its route and its interactions with the American natives in Alabama. [RI.7.2] [Ela2015] (7) 7: 7) Compare and contrast a story, drama or poem written with its version in the Filmed, Filmed, Staged or Multipadia, analyzing the effects of exclusive techniques for Each medium (for example,, illuminations, sound, color or focus of the mere and is in a movie). [L.4.1a] b The student without adjective word cards first, wins! In addition, students use magazine photographs to describe nouns and write phrases. ¢ â Å ¢ Explaining the rights, according to the constitution of the United States - explaining what is understood by the term rule of law - Å ¢ Contrast Youth and Adult Laws in the Local, State, and Federal (Alabama) Subject: Social Students rewrite Miranda and Student Bill. Students discuss the rights of Miranda and Students will watch a video about the rights of Miranda and create a presentation with Voicethread. Determine "how many" in each category using at all data categories. Scott Fitzgerald, Ernest Hemingway, Langston Hughes and H. View Patterns is Standard (s): [SC2015] PSC (9-12) 7: 7) Analyze and interpret data for one-dimensional movement that applies basics Concepts of distance, displacement, speed, speed and acceleration (eg speed versus time, displacement versus grain time, acceleration versus grain of time). A ¢ â A ¢ recognizing the founding parents of our Paãs, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock and James Madison ¢ â A ¢ History figures, including Abigail Adams , Dolley Madison, Hartietman and Harriet Beecher Stowe - describing the meaning of national holidays, including Martin Luther King's birthday, Jr.; Presidents Day; and the day of grainness of gain. Washington, Lincoln Memorial [DLIT] (2) 5: R5) Locate and curator of digital sources to answer search questions. Students highlight parts of both works of art to obtain perspective on both sides. [A.1.A., A.1.B., A.1.I., A.I.I., A.I the Treaty of Versailles led to the worsening of econamic and political conditions in Europe, including greater opportunities for the ascension of fascist states in Germany, Itaria and Spain short and long term effects of the creation of new subjects subject: English designer arts (11), title of social studies (11): "they should stay, Or should they go? "Considering the point of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama on they go? "Considering the point of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama on they go? "Considering the point of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama about the draft of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama on the first World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama about the draft of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama on the first World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama about the draft of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama about the draft of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama about the draft of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama about the draft of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama about the draft of the First World War: in this lesson, students read and critically examine a letter from a farm owner From Alabama about the draft of the first War. status of exemption from the 1917 selective service law in the name of one of its workers. Visualize the standard (s): [S): [EL2015] (0) 30: 30) With guidance and support from adults, remember information infor habitats buy a system in which the parts depend on each other. [SL.K.1B] [ELA2015] (0) 35: 35) Add drawings or other visual displays descriptions: In this lion, students will examine the amount of annual and seasonal rainfall in four cities to compare decimal with the centr © Simo place. Identify not and rooms by name and value. [L.7.5C] [Ela2015] (8) 40: 40) Demonstrate understanding of figurative language, words of words. Students then participate in a practical laboratory activity that will be shown to be used using maize starch concentrations and Lugol solution. Come to prepared discussions, having read or studied necessary material; Explicitly enjoy this preparation and other known information about the Topic to explore ideas in discussion. Students write a paragraph to compare and contrast the items of both. Oh my! Where are you going to college? First, they create clay and learn to make topographic maps of their relief forms. relief. Students find the advantages and disadvantages of each type of structure. [W.3.3b] c. [RI.1.4] [Ela2015] (1) 39: 39) Determine or clarify the meaning of unknown and unlipped words and phrases, based on reading and grade 1 containing, flexibly choosing a variety of strategy © GIAS. This lesson helps students understand that 97% of our water is present in the earth in the form of salty water and therefore indispensable to help sustain life on earth. View standard (s): [SC2015] (1) 8: 8) Observe, describe, and predict the sunshine, moon and stars when they appear in the Ca © U (eg sun and moon that appear to get up In a part of the sunshine, moon and stars when they appear in the Ca © U (eg sun and moon that appear to get up In a part of
the sunshine, moon and stars when they appear in the Ca © U (eg sun and moon that appear to get up In a part of the sunshine, moon and stars when they appear in the Ca © U (eg sun and moon that appear to get up In a part of the sunshine, moon and stars when they appear in the Ca © U (eg sun and moon that appear to get up In a part of the sunshine, moon and stars when they appear to get up In a part of the sunshine, moon and stars when they appear to get up In a part of the sunshine, moon and stars when they appear to get up In a part of the sunshine, moon and stars when they appear to get up In a part of the sunshine, moon and stars when they appear to get up In a part of the sunshine, moon and stars when they appear to get up In a part of the sunshine, moon and stars when they appear to get up In a part of the sunshine, moon and stars when they appear to get up In a part of the sunshine, moon and stars when the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get up In a part of the sunshine appear to get u Cá © u, move by the Crasta and put yourself; other stars of our sun being visible at night, but not during the day). Students identify the number of altered aminocts and how they think this mutation will affect the body. and. Visualize the standard (s): [S): [Ela2015] (1) 7: 7) Use illustrations and details in a story to describe your characters, scenes or events. [RI.2.5] [ELA2015] (2) 27: 27) Participates in research and wording projects shared (for example, read several books on a tonic tation to produce a report; science observations registered). [W.9-10.7] Subject: English Dowrentense Arts (9) Tit: Let's take a walk ... Peter Jenkins Style. [RL.K.10] [Ela2015] (1) 19: 19) With request and support, read properly complex informative texts for grade 1. [W.4.2D] e. Â ¢ â Â ¢ Locating on an American Indian Map in accordance with geographical registration [Ela2015] (5) 12: 12) Explain the relationships or interactions between two or more indivstilles , events, ideas or concepts in a historical, scientific or technician text based on specific information in the text. [HLS] PCT (9-12) 15: 15) Simulate the necessary skills for the patient's safe care, as for a patient care. [L.1.1g] h. [RL.3.6] [Ela2015] (3) 31: 31) Engage Engage In a place of collaborative discussions (individually, in groups and led by teachers) with various partners in T. 3rd texts, developing the ideas of other people and expressing their own practices. [RF.4.4] a. [L.K.5C] D. [W.1.2] [Ela2015] (1) 31: 31) Participates in collaborative conversations with various partners about grade 1 tons and texts with colleagues and adults in small and larger groups. Students will be able to read the causes and effects of tornadoes, placing the information in a T-xart to help organize their thoughts. Subject: Science (K) Tit: What does things do and move? [L.1.5] a. Visualize the standard (s): [SC2015] (5) 11: 11) Create a model to illustrate the transfer of matters among producers; consumers, including pickers and decomposers; and the environment. The groups alternate the five events to practice hours, holidays, school hours, weekly events and procedural texts. Subject: MATHROTICS (9 - 12) TIM: SOLUTIONS OF COMPLEX NOTES DESCRIPTION: This lesson has been designed to teach students that some quadratic equations will have solutions imaginary. Subject: Science (5) TREATE: MATTONE CHANGE, NOT DESCRIPTION OF THE WEIGHT: MATTION NOT Nor Created or Destroyed; It simply changes from one way to another. [RI.11-12.1] [Ela2015] (11) 25: 25) conduct short and more sustained research projects to answer a question (including a self-generated question) or solve a problem; restrict or expand the rite when appropriate; Sintetizes several sources on the subject, demonstrating understanding of the subject under investigation. SUBJECT: Science (8) TIM: Big Science of the Small World of Atom Description: This Mother provides students with the rise of teaching for a basic understanding of the athamic structure. See the Materials of Reference, including Dictionary as needed to check and correct spellings. View patterns patterns [Ela2015] (12) 2: 2) Determine two or more central themes or texts of a text and analyze their development throughout the text, including how they interact and develop to produce a complex account; Provides an objective summary of the text. of a smaller unit. DESCRIPTION: Listening to the narrative text offers students the chance to go beyond the decoding and meaning of words. This literature is on compounds, mixtures and solutions and relate to the synthesis, with the focus being plotted. Analyze and interpret data to explain the effects of temperature on the solubility of solid solutes, wool and gaseous in a solvent and the effects of the pressure on the solubility of gaseous solutes. Students are also encouraged to make connections between human population activities and their effects on the natural world. This literature results from a collaboration between the Department of Education of the State of Alabama and the Asta Distinguish between the connotations (associations) of words with similar denotations (definitions) (for example, refined, respectful, educated, diplomatic, condescending). See moms from different cultures, such as Chinã, African and native American. Interpret the figures of speech (for example, liter, bulk and mythological alluses) in context. [L.7.1b] d. (Expectations of expense of degree for the types of writing are defined in patterns 22-24 above.) [W.4.4] [Ela2015] (4) 34: 34) Identify the reasons and evidence that a speaker provides to support points spectated. Students will use text context clues. [RI.4.7] [ELA2015] (4) 18: 18) Integration of two texts on the same text to write or talk about it with knowledge. [L.2.4C] d. The students and tracking designs to see the impact it has on motion speed. Use prepositions that occur frequently (for example, during, in, to). Decode words with ordinary Latin suffixes. Develop the typical with relevant facts, definitions, concrete details, quotes or other information and examples. Introduce a clear way and informations related to the group in paragraphs and sections; Include formatting (for example, tatulos), illustrations and multimamine when it is to help understanding. Determine the length of an object using units do not standard without gaps or overlaps, expressing the length of the object with an integer. This will start a conversation about the best place for a capital and its captain building. [SC2015] ES6 (6) 12: 12) Integrate scientific information and qualitative technique (eg clummy maps; diagrams; other views, including radar and computer simulations) to Support the allegation that complex air masses and interactions result in changes in the ch changes in the change in the changes in changes). Conditions of time. Mother of insurance payment we accept only visa, Mastercard, American Express and Discover for On -Line Orders. Students will be presented to characters and objects in history, poems and a film clip that have human characteristics. Visualize the standard (s): [S): [Ela2015] (0) 35: 35) Add designs or visual monitors descriptions as desired to provide additional details. This kind will require four sessions of 30 to 45 minutes to complete. Subject: (1) Tit: Spiders: are frightening or pleasant? Description: The lion will begin by the students who access their knowledge of the similarities and anatomial differences between modern and fancies, creating a venn diagram with a Partner, who will compare and contrast two organisms. Students will evaluate Logaratimic Expressions and resolve Logaratimic how the beginning introduces the story and the end concludes the action The., View the standards, (s) standard (s): [SC2015] Biol (9-12) 3: 3) Formulate an evidence-based explanation of proteans. This activity demonstrates the inheritance of dominant and recessive characteristics, codominance and incomplete domain. A, View standards ours standard (s): [MA2019] (3) 19: 19. View the standards (c): [MA2019] (3) 19: 19. View the standard (s): [MA201 will go to the playground to look for. [L.2.2E] [Arts] Visa (2) 2: 2) Explore personal interests and curiosities with a variety of art materials. This literature focuses on how plastic ones are made and in the negative impacts of American values and beliefs, including the stance of freedom, Your Lady Justice, the United States Flag, and the National Anthem. This literature was created as part of the interdisciplinary Alex Resource Development. Visualize the standards: [s]: [dlit] (2) 6: R6) Produce, revise and review self -tantic artifacts that include multimamine using appropriate digital tools. Students will find the fanmulas to convert degrees into radians and radians into degrees. Subject: Arts of the English Wide (4), Social Studies (4) title: The Great Depression Description: During this lesson, students research the social, political impact and eco -man of the great depression in the lives of Alabamians. Students Observe plants and animals., Visualize the standard standards (s): [SC2015] (2) 2: 2) Collect and evaluate data to determine the appropriate uses of materials based on their properties (eq resistance, flexibility, hardness, texture, absorption) \*\* [SC2015] (2) 11: 11) Examine and test solutions that address the changes caused by Earth events (eg, dams to
minimize floods, plants to control the erosion).\* Subject: Science (2) Tit: Who can stop the rain? Subject: Science (2) Tit: Who can stop the rain? Subject: Science (2) Tit: Who can stop the rain? the two stories, completing a Venn diagram comparing and contrasting the two books. Students boarding a day back in time and researching how life in Alabama seemed at the end of the twentieth -year -old and the maid of the 21st century. A ¢ â Å ¢ Describing the contributions the contributions the contributions of Independent - Explaining the contributions the contributions of the two books. of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon and support £ o Americana by the Minutemen, Committee of Correspondent, First Continental Congress, Children of Liberty, Boicotes, and the second continental congress. Lexington and Concord, Bunker Hill, Saratoga and Yorktown battles - recognizing the reasons for the colonial victory on American revolution - explaining the effect of the 1783 Paris Treaty on the development of the United States [Ela2015] 4 (5) 4 : 4) Determine the meaning of words and phrases like they are used text, including figurative like Metaboras and Samiles. [SL.5.5] [SC2015] (5) 14: 14) Use a model to represent as two systems, specifically the atmosphere, biosphere, geosphere and/or hydrosphere, interact and supporting life (eg, ocean influence in the ocean in ecosystems, form of relief and climate form; influence of the atmosphere in the forms of relief and ecosystems through climate and climate; influence of mountain chains on winds and clouds in the atmosphere). The students farm a pan or leaflet to share with the class. View standard (s): [SC2015] LSC7 (7) 4: 4) Build models and representations of organic systems (eg circulatory, digestive, respiratory, muscular, skewed, nervous) for Demonstrate how interacting organs and systems work together to perform specific functions. Students register their discoveries in the form of grain. [RL.4.2] [Ela2015] (4) 2: 2) Determine a theme of a story, drama or poem from detail in the text; Summarize the text. View the standards. Students will use their five senses to observe and record the local climate. Students measure items, analyze and register data, listen to instructions. [RL.3.3] [Ela2015] (4) 3: 3) Describe in depth a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts, words or action of a character). Subject: Science (6) TREATH: CONSEQUENCY OF FUELSIBLE FUELS DESCRIPTION: In this lesson, students explore a consequence of the burning of fuel Fan<sup>3</sup>seis: the greenhouse effect. [Ela2015] (6) 22: 22) Write informative or explanatory texts to examine a typical and transmit ideas, concepts and information through selection, organizations and dwarfs relevant. Visualize the standard (s): [ss2010] GHS (3) 2: 2 2 Locate the continents on a map or globe ¢ â Â ¢ using vocabulary associated with the geographical characteristics of the earth, including Hill, Plateau, Vale, Penãnsula, Isthmus, Ice Covers and Glacier Â ¢ Locating large mountain ranges, oceans, rivers and lakes around the world (Alabama) [Ela2015] (3) 2: 2) Relating stories, including fanbulas, folk tales and myths of various cultures; Determine the central message, or moral, and explain how it is transmitted through the main details in the text. Students will be evaluated through individual and edited individual podcasts using Audacity. [Arts] Visai (9-12) 3: 3) Fault Works of Art and/or Design that demonstrate skill and skill with Varia Arthistic Mother when creating images from observation, memory and imagination. Students find the impacts of mutation and changes in the environment that affect survival as well. Wallace's description: This kind will use business sources to compare and contrast George C. [SL.6.2] Perspectives: Social Studies (6), English Artes (6) Arts (6) Title: Flu affected a variety of people in Alabama (Ela2015 (6) 32). Description of the Inquiry Based Laboratory Activity: Students begin this inquiry -based lioning accessing their knowledge of the distinctive characteristics of different substances. Follow the agreed rules for discussions (for example, win the floor in respectful ways, listening to other people carefully, talking one at a time about the tanks and texts in discussion). Visualize the standard (s): [S): [Ela2015] 10: 10) Fault and answer questions to demonstrate understanding of a text, text, explicitly for the text as the basis for the answers. Provides an end declaration or related opinion submitted. Students explain themselves within this historical text based on specific information presented in this principle source. Through this experiment, students may understand the cause and effect relationship to explain objects that sink or float. This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. Use mathematical and computational thinking based on the ideal law to determine molar quantities. View the standard (s): [SC2015] ES6 (6) 10: 10) Use research -based evidence to propose a scientific explanation on how to distribute Earth's resources, such as minerals, fuel and subterrameal fancies, the result of in progress processes (eg, volcanic and hydrotic activity, burial of organic sediments, active weathering of the rock). Example: Observe and compare similar themes in the works of art of historical and contemporary stories. Provides a declaration or end section below the information or explanations presented. [L.8.5] a. Use vangulas on the dates and to separate words in a rine. Distinguish between words in a similar way, identifying the sounds of the lyrics that differ. [Ps.11-12.1] a. Students start by expanding the bams using multiplication. It covers: Energy types, energy forms, work, energy conservation law and renewable energy sources. Subject: Science (K), English Wide Arts (K), Matenatics (K) Title: 3: Recycling, Recycling was created as a result of Alabama technology in a movement in motion. Apply the fanmulas V = L x W x h and V = B X H For rectangular prisms find right rect regardless of their mass. Finally, students will conduct the investigation they planned to identify "mysterious" substances using their fanic and quantic properties. In this lion, students participate in a simulation on the transfer of energy from the sun to the plants, the conversation of solar energy during photosynthesis and energy transfer between organisms when one organisms when one organism eats another. Examples: Use research techniques, check credibility and validity. [RL.9-10.4] [Ela2015] (9) 5: 5) Analyze how an author's choices on how to structure a text, order events within it (eg parallel portions) and manipulate time (for example, rhythm , flashbacks) create effects such as mixing, tension or surprise. Students electronically diest their thinking throughout the process of scientific group activity on design and evaluation of a dam to reduce the impact of a flood. Review the main expressed ideas and demonstrate understanding of the last perspectives through reflex and paraphrase. [W.7.1] a. Then students venture outside to create a sketch of their environment while properly uses the materials. [W.8.1a] b. [RI.4.1] Subject: Social Studies (4), English Wool Arts (4) Title: Who was William Weatherford? [MA2019] REG-7 (7) 17: 17. [RI.5.9] [Ela2015] (5) 36: 36) include multimamonia components (for example, grain, sound) and visuals in the presentations when appropriate to improve the development of main ideas DESCRIPTION: Students conclude a creative project based on research that they would go to and what they would go to and what they are students who work in orients, using maps and specific information on the site and writing narratives. This is a standard class plan ready for college and career. Students start their journey with a mother. All of this is done through the use of a digital slide presentation, which includes a direct internet link for an additional study. View the standard (s): [SC2015] ES6 (6) 8: 8) Plan and conduct investigations that demonstrate the quantic and fanic processes that form rocks and cycle materials of the earth (for example, crystallization processes. The heating, heating and cooling, weathering, deformation). [RI.4.9] [ELA2015] (4) 32: 32) Effectively involve in a place of collaborative discussions (individually, in groups and led by teachers) with various partners in tandworms and texts of San Rie, based on in the ideas of others and expressing their own practices clearly. Finally, the teacher will help students develop a plant. This lion is adapted from the activity of blood types, Discovery Science Center, 2500 N Main Santa Ana, Ca 92705. [L.1.5d] [Ela2015] (1) 41: 41) Use acquired words and phrases The conversations, reading and being read and respond to texts, including the use of conjunctions that occur frequently to signal simple relationships (for example, why). Subject: Science (3) TREATH: Exploring texts of no-tile to determine how the climate affects different clummy feats: the lesson will begin by the students who access their knowledge Pron © Vi on Climate and Climates, completing a prompt Warming wording. Visualize the patterns of the Standard (s): [Ela2015] 1: 1) Name textual evidencies to support the dwarf of what the text explicitly says and inferior extracted from the text. Students analyze the

investigation to decide the type of change, which occurred during investigation. Students create a cartoon to defend the position that the plants obtain materials needed for the growth mainly of air and water. [Arts] Visa (0) 1: 1) gets involved in self-direct exploitation and imaginative play with art materials. Students then conclude a laboratory activity in collaborative groups, where creating a model showing how the earth's internal energy can create convention currents resulting in plates movements. Use the score to separate the items into a SA © rie.\* [L.5.2A] b. [Ela2015] (5) 23: 23) Write informative or explanatory texts to examine a typical and transmit ideas and information clearly. Use a variety of words and transactions to manage the sequence of events. Students will use technology to create an presentation, highlighting business and secondary sources. [DLIT] (0) 6: R6) Produce, revise and review auto tantle artifacts that include multimamied using appropriate digital tools. ¢ â Å ¢ Explaining the rights of citizens, as sounds (phonemes). [SL.4.4] Subject: Arts of Inglea (4) title: Book boxes: Analyzing Elements of a History Description: In this lesson, students hear a reading Visualize the standards: [s]: [dlit] (6) 6: R6) Produce, revise and review auto tantle artifacts that includes that includes the standard standards: [s]: [dlit] (6) 6: R6) Produce, revise and review auto tantle artifacts that includes the standard standard standards the standard standards (a) for the standard standard standard standard standards (b) for the standard stand multimamide using appropriate digital tools. View the standard (s): [S): [Ela2015] (11) 1: 1) Cite strong and complete textual evidencies to support the dwarf of what the text says explicitly and inferior extracted from the text, including determination £ where the text says explicitly and complete textual evidencies to support the dwarf of what the text says explicitly and inferior extracted from text says explicitly a Basil Hall outlines and criticize each other's work. This lesson was created in partnership with the Alabama Archives and History Department. SUBJECT: Science (6) TIM: climbing the Sol-Terra-Lua System Description: Students will develop a scale model of the Sun, Earth and Moon based on a one meter sun. [W.6.9b] [Ela2015] (6) 31: 31) Effectively. involves a system of collaborative discussions (individually, in groups and led by teachers) with various partners, texts and grade 6 text SOUND, "Star Vicino". [Arts] Visa (4) 5: 5) Document, describe and create real or imagined constructed environments. Visualize the standard (s): [S): [Ela2015] (5) 23: 23) Write informative or explanatory texts to examine a typical and transmit ideas and information clearly. Description: Students start brainstorming a list of ways in which organisms can interact within an ecosystem. Capitalize dates and names of people. Use the context to confirm or self-corrite word recognition and understanding, rereading as needed. Visualize the standard (s): [Ela2015] (7) 6: 6) Analyze how an author develops and contrasts the points of of different characters or narrators in a text. After completing the presentations of PowerPoint, PowerPoint, Go back to your groups and create a timeline of your characters' events throughout the story. See patterns: [dlit] (4) 18: 12) Use basic digital tools to communicate the main ones -chau and details in a way that inform and/or persuase. Washington & W.E.B. Du Bois) of the 1900s innio and identify the influence they had in the civil rights movement, especially the laws of Jim Crow. [MA2019] (1) 16: 16. Description: This lesson offers an opportunity for students to write a biography and provide an excerpt from the biography using a web 2.0 tool. Spell correctly. Subject: Science (6) Tit: Global warming: fact or fiction? Submit claims, recognizes and distinguishes the claims of alternative or opposite claims and organize the reason and evidence logically. Students select the information they want to use in the reading resource (their opinions). Visualize the standards (s): [SC2015] (5) 14: 14) Use a model to represent as two systems, specifically the atmosphere, biosphere, geosphere and/or hydrosphere, interact and support the Life (for example., Ocean influence of the atmosphere). Students determine the cause and effect of a gummy bear soaked with water. This literature was created as part of the Alex Gap project. Description: Students compare and contrast similarities between the eight differences affect blood transfuses. [W.4.1b] c. Use linking words and phrases (for example, also, another and, more, but) to connect ideas within the information categories. The student's understanding will be assisted by the use of the Individual leaflets and Kid Pix software. The mother has the ability to inspire us, change our Comfort and teach you. Visualize the standards (s): [SC2015] ES6 (6) 11: 11) Develop and use models of the internal composition of the Earth to illustrate the resulting magnet field (for example, magnets) and explain its measuring effects,  $\hat{a} \in$  ught. Students identify how technological advances have changed life to Alabamians and reflect on how they feel their lives today if things never changed life to Alabamians and reflects. revolution, including the French and Indian war, the Law of the Seal, the intolerable acts, the Boston Massacre and the Boston Tea Party. During the class process, students will perform a "comic" and each student will build their own "Verdict", based on the evidence presented in the simulated judgment. [SL.4.4] Subject: Digital Literacy and Computer Science (4) Tit: Book boxes: Analyzing Elements of a History Description: In this lesson, students hear a reading aloud and See a model of the expected project related to the first read aloud. SUBJECT: Science (5) TREATH: Dive into the density description: This inquiry -based lion provides a density introduction, allowing students to explore density and their relationship With floating objects and sinking. This lion is the result of a collaboration between the State Department of Alabama of Education and Asta. [SL.K.5] [ELA2015] (0) 22: 22) Know and apply the skills and dwarfs of words in the noisy of SÃ © rie in words of decoding. The second session will be used to complete the schedules, share projects and complete the tickets of Saãda. [RL.7.3] [Ela2015] (7) 1: 1) Cite Varies of Textual Evidence to support the dwarf of what the text explicitly says and inferior extracted from the text. Recognize and produce rhyming words. [RI.6.7] [Ela2015] (6) 32: 32) the information presented in various media and formats (for example visually, visually, orally) and explain how this contributes to a typical, text or question under study. [DLIT] (1) 1: R1) Identify, demonstrate and apply safe use of digital devices. [DLIT] (5) 5: R5) Locate and select Digital Sources Information to answer search questions. Identify parts of an expression using mathematical terms such as sum, term, product, factor, quotient and coefficient. [F-BF4A] Example f (x) = 2x3 or f (x) = (x+1)/(x-1) to x 1. 1. Visualize the patterns of the Standard (s): [Ela2015] (11) 9: 9) At the end of SA © Rie 11, read and understand the literature, including stories, dramas and poems, in the range of Texts of 11 of 11 colleges and prompt career (CCR), with scaffolding as needed at the high end of the interval. Visualize the standard (s): [SC2015] (1) 5: 5) Design a solution for a human problem using materials to help them To survive, grow, and meet your needs (for example, outer clothing imitating animal skins for isolation, equipment imitating the shells or protection shells). Alone, or like the first part of a rie, "nature solutions". In this literature, students explore the characteristics of the animals that provide isolation. Cold ice bath. A youtube link for a similar demonstration is provided below. Subject: Science (9 - 12) Title: Faults in the Radiative Zone: How are you out? View standard standards. Intolers, the Boston Massacre, and the Boston Chão party. Subject: Digital Literacy and Computer Science (4), Matenatics (4) Title: Ã cams of all sizes! DESCRIPTION: In this literature, students exploit the right, correct, sharp and obtured. [W.3.3a] b. [Arts] The visa (5) 2: 2) demonstrates the mothers of the art manufacturing process, including brainstorming, sketching, reflecting and refining, to create a work of art/design. SUBJECT: Science (8) TREATH: MOLASING IN THE DESCRIPTION OF CHANGE: Students simulate the changes in chromosomes peers during the vain in the stations of meiosis. Use the knowledge of the meaning of composite words to predict the meaning of individual words to predict the meaning of composite words (eg, house of paddsaros, lighthouse, fly -of; Å ¢ å Å ¢ Localizing European settlements in Alabama's UNCIO, including Fort Pari ©, Fort Toulouse and Fort Me - Tracking on Maps and Globes, the routes of the first explorers of the New World, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de
Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including Juan Ponce de Leã £ n, Hernando de Soto, and Hernando de Soto, a Locate on a characteristic fanatical map that impacted exploitation and settlement of the rich, including ocean currents, predominant winds, large forests, maps; carbon and methane diaiv; global temperatures ended up Use maps and other views to analyze large data sets that illustrate the frequency, magnitude and keverity of future events. [Ps.1.5] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. View the standard (s): [SC2015] (0) 2: 2) Use observations and data on investigations to determine if a project solution (eg project a ramp to increase the speed of an object) solves the problem of using the force to change the speed or direction of an object. larger groups. Subject: Arthistical Education (7 - 12) Tit: Expressionism: What is the agreement with these strange colors? This literature can be used as an independent or can follow a natural attraction: Alabama's natural resources during the nineteenth -century. This lesson was created in partnership with the Alabama Archives and History Department. Read and write decimals in milhan © simos using basic names, names of expanded formal and formula. Subject: Social Studies (3), Digital Literacy and Computer Science (3) Let's Natural Disasters Description: Each student becomes a specialist in a natural disaster, investigating and discovering how They can prepare for this. Students initially create traditional motivational panrs using paper, role, markers and crayons. So, students create an electronic version to motivate others to prepare for natural disasters. Students then create storyboards/scripts and digital stories about a natural disaster of their choice to inform other ways to prepare for natural disasters. This lion was created as part of a collaboration between Alabama in motion and Alex. View the standard (s): [Ela2015] (2) 35: 35) demonstrate the command of the form f (x) = C for a simple function that has a reverse and write an expression for the reverse. SUBJECT: Science (3) TIM: GEORGE WASHINGTON IS LIVING, NOT LIVING OR DEAD? Then students will perform an experiment to investigate radiation as a form of heat transfer, recording how ice temperature changes when exposed to a power source (solar energy or tumic energy of a wool of staple). Subject: Matenatics (6) Tit: Problems of Painters Description: This kind will allow students to familiarize themselves with the andices. Examples: Cultural - Housing, Education, Religion, Eco - Econnected Recreation - Transport, Support - Inequality of Legal Counts Rooms of Agraacola Production in Alabama including Black Belt and the Voles Fans of Rio [Ela2015] (4) 12: 12) Explain events, procedures, ideas or concepts in a historical, scientific text or technician, including what happened and why, based on specific information in the text. Determine if an integer number if an integer number of a dagito. Students see a European documentary and their "Hellfighter" orchestra as they fought, made, and received medals for their efforts during the war. View the standard (s): [SC2015] LSC7 (7) 7: 7) Use emphasled evidence of patterns and data to demonstrate how the changes in fanic or biological components of an ecosystem (eg deforestation, succession £ o, succession £ dry, drought, fire, disease, human activities, invasive spells) can lead to changes in the population. [RI.11-12.3] [Ela2015] (11) 15: 15) the point of view or proposal of an author in a where the retaining is particularly effective, analyzing how style and containing contribute to power, persuasive or beauty of the text. Students create a grain of reduction, reuse and recycling of their discussion. View the standard standard (s): [SC2015] (3) 1: 1) Plan and perform an experiment to determine the effects of balanced forces pushing on both sides in an object, such as a box, not producing movement; unbalanced forms on one side of an object, such as a ball, producing movement) and communicate these discoveries graphically. Visualize the standard (s): [SC2015] PS8 (8) 10: 10) Use Newton's third law to project a model to demonstrate and explain the resulting movement of two objects in collision (for example, two cars bumping into each other, a hammer reaching a nail).\* Subject: Science (8) Title: Newton's 3 laws, this lion is concentrated in Newton's 4 laws. [SC2015] (1) 2: 2) Build explanations from observations that objects can be seen when the light is disposed to illuminate them (for example, the moon being illuminated by the sun, colors and patterns in a kaleidoscion being illuminated when kept towards a light). This lesson should not be used as an introduction to these shades. Education of the State of Alabama and Asta. Examples: Cultural - Housing, Education, Religion, Eco - Econnected Recreation - Transport, Support - Inequality of Legal Counts ; Roads of Agrãacola Production in Alabama, including Black Belt and Valleys Fans of Rio [Ela2015] (4) 11: 11) Determine the main ideas of a text and explain how it is by details chau; Summarize the text. The event will be explained using the invitation format. Categorizes data on venn diagrams, pictograms and grain "sim-£ o" using real objects, symbolic representations. Description: In 1819, the constitutional convention met in Huntsville, Alabama, in order to write the constitution of our state. Students will use their investigation observations to create a shortage, where describing the data they used to determine the type of change that occurred during their investigation. This lesson will work better for classrooms equipped with tablets or classroom schools that allow students to bring their device itself. [W.7.8] [Ela2015] (7) 30: 30) Effectively engages in a system of collaborative discussions (individually, in groups and led by teachers) with various partners in tabopic, texts and problems of San © Rie 7, building the ideas of other people and expressing their own practices. Choose words and phrases to transmit ideas with accuracy.\* [L.4.3A] b. [RL.3.1] [SS2010] GHS (3) 11: 11) Interpret Varia Sources Printa to rebuild the past, including documents, letters, daily, maps and photographs. [L.3.2F] g. DESCRIPTION: This way of helping students to Master Algebra I Standard 15: reorganize the fanmulas to highlight a amount of interest, using the same reasoning as in the solution of equals [a a -Ced4]. This mother was authored by the companions of Auburn University Nanobio MSP Will Haynes, Chelsea Lindskog, Hannah Taylor and Catherine Wolfe under the supervision and guidance of DRS. Identify the Words -Raiz that occur frequently (for example, look) and their flexed shapes (for example, look) and the 12) Design, build and test the capacity of a device (eg Rube devices Eámlic Turbines, Solar Ovens) to convert a form of energy into another form of energy into another form of energy. And energy description: In this lesson, students learn about the Boston Massacre and how this event took the American revolution . Students understand that when governments are unjust, sometimes people revolt. Students compare and contrast the two sides of the American settlers in the ¢ â € ¢ â € ¢ â € ¢ â € ¢ â € ¢ a € c a function and that when governments are unjust, sometimes people revolt. "the colonists should not fight the Brita For independence. In addition, students create a web video in an event that took the American revolution. [SC2015] LSC7 (7) 5: 5) Examine the cycle of the mature between aboly and biu -biuatic parts of ecosystems to explain the flow of energy and the maintenance of the matters. [RL.9-10.9] (Alabama) [Ela2015] (10) 9: 9) At the end of the 10th is rie, read and comprises literature, including stories, dramas and poems, at the high end of the San 9- 10 Text complexity band independently. Form and use the past time of irregular verbs that occur frequently (for example, sai, hydais, said). Apply Grade 4 Reading patterns to the literature (for example, "describe in depth a character, scenery or event in a story or drama, based on specific details in the text [eg, thoughts, words or action. A character] "). [LIT2010] WRI (6-8) 1: 1) Write arguments focused on the specification of the discipline. [L.4.2C] d. Students also build a poem using methods regarding their lives. This is a standard class plan ready for college and career. [W.4.2C] d. Description: Imagine if the world as you know it has never changed. Subject: Science (9 - 12), literacy patterns (6-12) (9 - 10) Tit: The case of the invisible sign - Are cell phones really safe for humans to use with frequency? Students Iran Iran The Mystorybook website to create and publish your stories. [W.4.3E] [ELA2015] (4) 35: 35) Report on a t.Tópic or text, count a story or recove an experience in an organized way, using appropriate facts and relevant descriptive details to support the main ideas or themes; Speak clearly at an understandable rhythm. Finally, students predict whatever will happen when two balls of the same mass, but different volumes and then two
different mass balls, but the same time at analyze and interpret research information of their previous reading task on the social, political and eco -man impact of the great depressing in the lives of Alabamians. Visualize the standard (s): [MA2015] AL1 (9-12) 15: 15) Rehort the fanmulas to highlight a amount of interest, using the same reasoning as in the solution of equals. [RL.9-10.1] [ELA2015] (10) 8: 8) Analyze how an author is based and transforms the source material into a specific work (for example, how Shakespeare treats a topic or topic of ovidic or Báblia or As American Early the authors are based on Bablia for religious themes and questions). Visualize the standards (s): [he1] (0) 12: 12) Identify healthy foods, including snacks. It covers the lifestyle of farmers and investigates the reasons for decreasing the agriculture system of tenants and sharpping after depressing and Work. Is the teacher will show the students of tenants and sharpping after depressing and work. Is the teacher will show the students of tenants and sharpping after depressing and work. Is the teacher will show the students of tenants and sharpping after depressing the agriculture system of tenants and sharpping after depressing the agriculture system of tenants and sharpping after depressing the agriculture system of tenants and sharpping after depressing the agriculture system of tenants and sharpping after depressing the agriculture system of tenants and sharpping after depressing tenants after depressing te the time example. [Ri.5.3] [Ela2015] (5) 19: 19) read and understand informative texts, including studies, sciences and techniques, at the high end of the SAIs 4-5 text complexity band independently and proficiently. [L.1.5d] Subject: Arts of the English Wool (1) title: Explosive Explosive Explosive For Famania "-Cick" Word Family Description: This lion Aviation, decoding, mixture, spelling and dictation. The recyclable materials are classified, heavy, weighted to compare the different items. [RI.3.2] [ELA2015] (3) 14: 14) Use text resources and research tools (eg, keywords, side bars, hyperlinks) to locate relevant information for a particular efficiency. Examples: Building houses on stilts in prone to flooding, purchase of earthquakes and flooding, providing harsh or tornadoes, establishing emergency evacuation routes [SS2010] GHS (3) 9: 9) Identify ways to prepare for natural disasters. Subject: Digital Literacy and Computer Science (9 - 12) Tit: Disease and distance of the integrumentary system Description: This is a learning activity based on projects of the TEGUMENT SYSTEM, Where students investigate different diseases that can affect the skin, hair or nails students calculate the Mother's Mother Speed and relate this velocity with the potential and cynamic energy of the mother. Subject: Digital Literacy and Computer Science (8) Tit: IPA is cool! [Ai pi and is â  $\in$  kul] Description: Students will be presented to the International Ageic alphabet and learn to apply to Mother in Foreign Wool. Produce complete phrases, recognizing and correcting inappropriate fragments and runs.\* [L.4.1F] g. [Dlit] (2) 18: 12) Perform basic searches of words -chave to collect [W.4.3b] c. [L.3.2] a. [SC2015] LSC7 (7) 4: 4) Build models and representations of organic systems (eg circulatory, digestive, respiration, muscle, skeleton To demonstrate how many the interactions work together to perform specific functions. (Alabama) [Ela2015] (1) 35: 35) Add drawings or other visual display descriptions when appropriate to clarify ideas, thoughts and feelings. [MA2019] (2) 16: 16. Students also compare and contrast the cycle of matters with energy flow. of NASA Marshall Educational Education and Center. DESCRIPTION: In this lesson, students also compare and contrast the cycle of matters with energy flow. supplied. [W.8.1b] c. [SC2015] (4) 1: 1) Use evidencies to explain the relationship of the speed of an object. [W.3.1] a. [SL.K.5] [Ela2015] (0) 36: 36) Speak audibly and express thoughts, feelings, and clearly. Use a variety of techniques to sequence events to develop to create a coherent whole. [RI.3.3] Subject: Arts of the English Wool (3) Title: Cause and Effect, as well as introducing used -used words used in the determination of cause and effect, as well as introducing used -used words used in the determination of cause and effect. View the standard (s): [SC2015] ES6 (6) 16: 16) Implement scientific principles to design processes to monitor and minimize human impact on the environment (eg, using water, including urban development, agriculture or removal of a<sup>o</sup>mida; water and earth). DESCRIPTION: In this interdisciplinary lion, students will apply the engineer's design process to design a structure to remove Of the great patch of waste of the peaceful. [W.2.8] [Ela2015] (3) 15: 15) distinguish their own point of view from the author from a text. Using this data, students will work to complete a class timeline and ask questions to ask others about the completed timeline. Provides an end declaration or related section of the information or explanations presented. This duty of scientific education of the 7th of life has been designed to provide an illuminated approach to learning what is really considered dead or alive, and how we interact differently with living and not lived things. This class plan is projected with the ¢ â â € ¢ ¢ âference "Mind - and our goal is to reach all the access styles of learning. He will find the students where they are and help them understand a new scientific concept. A ¢ â A ¢ Locating on an American Indian Map in accordance with geographical registration [Ela2015] (5) 28: 28) conduct short research projects that use vain sources to build knowledge through the investigation of different aspects of a typical. Subject: Science (1) Tit: Inherited Blacks: How are parents and their children equal and different? He may be supported by himself, but if you have not taught others, you may show the world population over time before you begin this lion. Use the Perion Table as a model to derive fanmulas and names of compounds'ic and covalent. Subject: MATHROTICS (2), English Wide Arts (2), Social Studies (2) Time: time after: How can we use schedules to rebuild the past? [RF.K.2A] b. SUBJECT: Science (4) TIM: Earth-Terra Description of Behavior: This is an Inquiry Based Lionry that allows students to investigate different ways that animals receive information S of the senses, process these information and respond to it. WASHINGTON, W. After the activity is Students sharing their Google doc with a group or group designated to discuss the discoveries of the experiment and clarify clarifying Declarations of poorly claimed in your daily. Students understand how an author chooses to include or not include reveals the author's attitude on a subject. Students should act the different ways to organize four guests for dinner. This is a standard class plan ready for college and career. [Rf.1.2C] d. Students will develop a model to illustrate how changes in the total energy of the ligament determine whether the reaction is endotten or exotic. Finally, students create a proper model to provide evidence that the gravitational force of the land will fall down to the center of the earth. Use mathematical calculations to explain the nature of the effects of weathering, erosion, and deposit using material van, such as gravel, square pretzels, chalk, vinegar, modeling clay, sand and hair dryer. Modified Billing from Global Clummy Change and the Ascension Plan of the Califmon Academy Sea at Climate-change-and-e-level-rise. Develop the T.Pica by thoroughly by selecting the most significant and relevant facts definitions, concrete details, guotes or other information and examples appropriate to the knowledge of the bullies on the tabópic. After writing with group members, students produce and present their knowledge of the class via Chatterpix. Author Information: Misty Freeman (Cohort 2: 2010-2011); Schools; Dothan, all patterns view the standard (s): [ss2010] LWT1 (1) 1: 1) Build daily, calendars and schedules. This presentation will be used in class for a review activity before the tests. Subject: Studies (7) title: Personal Economy Description: Students may explain the Available services to protect consumer rights. Interpret a variance as an unknown value for any number in a specified set, depending on the context. Subject: Science (6) TREATH: PLATE TECHNICAL: ¢ PLATES CONVICTION MODELS C OURS FLOW DESCRIPTION: This lion is the third of a unit of TRANS PARTS on the tectanic plate, which includes practical activities based on rite. Use a variety of techniques to sequence events so that they develop to create a coherent whole and build a specific tone and result (for example, a sense of mixing, suspense, growth or resolution). Examples: Types - Linear, Grouping, Grid Sizes - Large Urban, Small Urban and Rural - Explaining Human Activities that resulted in the development of agreements in specific places due to the Company, Poil Importance or Examples of Natural Resources : Timbuktu near caravan routes; Pittsburgh, Pensylvify and Birmingham, Alabama, as manufacturing centers near crovan and railroad department; Singapore, close to a large ocean transport corridor (Alabama) - Describing Settlement Patterns in Association with the location of resources Examples: Autumn Line Settlements near Waterfalls Used as a Source of Energy For mills, European industrial settlements - describing ways in which urban areas interact and influence examples of surrounding records: passengers DIARY OF PRINXIMES REGIONS; Communication centers that serve nearby and distant places through television, rock, newspapers and internet; Regional Specialization in Services or Production [SS2010] Geog (7) 12: 12) explains the ways in which geographical characteristics and environmental questions influenced those history. Blood & Martin Link. These
values will be reflected through the x and y axis to locate the coordinates in the remaining quadrants. [Ri.5.1] [Ela2015] (5) 23: 23) Write write or explanatory texts to examine a typical and transmit ideas and information clearly. This lesson will use older maps of the United States and Alabama, which is used to remind us that this folk tale was transmitted orally at the 1900s, when A newspaper printed several high history accounts. Interpret the figures of speech (for example, verbal irony, puns) in context. View the standard (s): [SC2015] (1) 7: 7) Fault Observations to identify the similarities and differences of puppies for their parents and other members of the same spicy ( For example, flowers of the same type of plant being the same way, but different in size is the same range as parents, but different in the color or standards (s): [dlit] (5) 5: R5) Locate and select digital sources information to answer search questions. [DLIT] (2) 19: 13) Create a search-based product using online Player-Pusskegee produced the PowerPoint "Bactan Vs Vs".) Evidence that some changes in matters caused by heating or cooling may be reversed (for example, baking a one cake, boiling an egg). Students explore the relationships between the cultures found in each record and their resources. This unit was created as part of the interdisciplinary Alex Resource Development. [W.5.1b] c. At the end of the lion, the teacher will create a table that lists all shelters the prons and cons of each one. [A.1.A., A.1.D., A.1.I., A.1.L., A. in World War I - explaining controlling About the 1919 Versailles Treaty, Fourteen Points of Woodrow Wilson and the League of Naães. Opportunities for the ascension of fascist states in Germany, Itaria and Spain comparing short and long-term effects of change within the first World War and Pa3s-World in Europe and in the East Mother, leading The creation of new subjects Subject: Social Studies (11) title: Yellow Journalism and its effect on the United States getting involved in a war with Spain on its territories in the Caribbean Sea and IL Philippines. Examples: Informal, website created by the student. The teacher will show that the students or meteorological guides or reports of the last years during the week in particular, in order to guide them in the direction. Use adjectives and pibes and choose between them, depending on what should be modified. View the standard standard (s) [SC2015] PS8 (8) 9: 9) Use Newton's second law to demonstrate and explain how changes in the movement of an object depend on the sum of external forms in Object and mass of the object (for example, pool balls moving when reached with a suggestion stick). A ¢ a A ¢ Locating on a map states and capital east of the Mississippi River - identifying natural ports in the examples of the northern rich: Mobile, Boston, New York, New Orleans, Savannah (Alabama) [SS2010] USS5 (5) 2: 2) Identify causes and effects of migration and early settlement of the northern love. Examples: Test for loops Check that bad information, check the edge cases. Students vain measure Collect test data and compare the results between design and redesign. Visualize the standard standards (s): [SS2010] USS5 (5) 3: 3) distinguish the differences between the main American Indian cultures in the northern love, according to geographical registration, students create a model that will demonstrate how subterrans can cause a poise. [RI.4.3] [SS2010] Wing (4) 6: 6) Describe cultural, eco -so aspects and controversy of the life styles of farmers of the age of the nineteenth century, owners of plantations, slaves and people from the city. [Ps.7.1a] b. [SC2015] Phys (9-12) 5: 5) Build models that illustrate how energy is related to the work performed or by one object and explains how different forms of energy, such as tumica and sound; applying the professional energy theorem and the law of energy conservation to systems such as roller coasters, falling objects and systems of Mass of Spring; Discussing the effect of energy conservation frictional forces and how it affects the movement of an object). [DLIT] (7) 5: R5) Locate and select Digital Sources Information to answer search questions. At the end of the lining, students will see a grant to extend their learning about tornadoes and suggest a future, in addition to completing a "outflow passage" as a means of rating Summary. This unit was created as part of Alex Interdisciplinary C㺠Resource Development. Visualize the standards (s): [dlit] (3) 22: 16) Conduct basic words of words to produce vain and appropriate results and evaluate results for precise, relevance and adequacy £ o. In the conclusion of the literature, students will use their experiences as evidence Explain that light is © essential for vision. After working in collaboration, Create your own photos of photos. [L.5.2b] c. Author's Information: Kris White (Cohort 2: 2010-2011) Bear Exploration Center Primary School Montgomery System System Montgomery, all standard views (s): [s) SS2010] US11 (11) 4: 4) Describe causes, events, and the impact of US military involvement in World War I, including mobilization and controversy. Students will use a dipole and iron files to develop a model of the earth's magnet field. This lion was created as part of NASA STEM PATHERS PROJECT 2016, a collaboration between the Department of Education of the State of Alabama and the Space Flight Center NASA Marshall. Visualize the standard (s): [S): [Ela2015] (3) 1: 1) Fault and answer questions to demonstrate understanding of a text, explicitly referring to the text as the basis for the answers. [W.7.7] [Ela2015] (7) 27: 27) Gather relevant information of vain impression and digital sources, using research terms effectively; Evaluate the credibility and accuracy of each source; and cite or paranfrase the data and conclusions of other people, avoiding the plans and follows a standard format for quotation. They operate solar painães and place different materials between the sun and the panel. Subject: Social Studies (6), Literacy Standards (6-12) (6 - 8) Tit: Remembering James Reese Europe was a "driver From an orchestra, bander, bander and composer of the popular mother, marches and dance music during the UNOCio of the XX Sam Culo ... Europe was an effective champion of African American artists and composers and helped to obtain acceptance To them in the United States and abroad. " Born on Merisable Devices, Alabama, Europe has done a lot in its brief life and deserves a place in all studies of the first for the meaning of a word. Students will be presented to an informative text on dams. [W.5.1] a. Students will build a ramp, be it and measure the distance that their cars travel caused by collision. Students will be evaluated in the conclusion of the lion with a Test of Ticket of Mother Choice. Indicate that the name of the last number said that the number of objects counted in a set. Subject: Science (2), mathematical (k - 3) title: What do plants need? Students will practice correctly identifying and using homophones to enrich their vocabulary. [F -TF3] Subject: MATHROTICS (9 - 12) TIM: Specials in the unit, students need a knowledge in the unit, students need a knowledge in the unit of the coordinates of Specials in the unit, students need a knowledge in the unit of the coordinates of Specials in the unit, students need a knowledge in the unit of the coordinates of Specials in the unit, students need a knowledge in the unit of the coordinates of Specials in the unit of the coo of the first ones of the quadrant. [SC2015] Biol (9-12) 11: 11) Analyze and interprets data collected from the probability boards to explain the variation of expressed characteristics within a population. After collecting the data, the students analyze the data and create a line grade to determine what time the longest shadows are created. Then students analyze the data and create a line grade to determine what time the longest shadows are created. will have the opportunity to share their list with a pair and the class. Students must understand that events take place in chronological order and can be represented using a timeline. DESCRIPTION: Students then practice the determination of cause and effect in the same text. Read, write and compare decimal with milhan. The presentation will summarize as the abiion factors and biuatic interact in their biome. [L.1.4c] d. After students collect data for a week in cooperative groups, they predict the climate for the next week. (0) 8: 2) demonstrate the use of input devices. They will build a one of a food chain to explain that the energy in animal foods is used to sustain life. [W.9-10.3c] d. Visualize the standard standards (s): [SC2015] (3) 13: 13) Display data graphically and in tables to describe climan conditions expected during an specific sticker (eg Mother temperature © Dia, precipitation, wind direction) [Arts] The visa (3) 4: 4) demonstrates a understanding of the safe and proficient use of materials, tools, equipment and stupid space. Author Information: Tammy Brown (Cohort 1: 2009-2010) Central School Printing Madison County System Huntsville, Alma viewing standard (s2010] wing (4) ) 10: 10) Social and educational analysis changes during the end of the nineteenth -grandson of the XX SOUND for its impact on Alabama. Students use vain text types and other resources to find the necessary information to answer search questions. Read prose and poetry in no orally with precision, appropriate on Alabama. rate and expressive readings. [Ela2015] (2) 8: 8) Compare and contrast two or more versions of the same story (eg Cinderella stories) by different authors or different authors or different cultures. In this lion, students will use their discoveries to write a story. Part 2 Description: The literature will focus on observing and creating schedules. At the end of this lion, students have the opportunity to put their knowledge in a written discussion,
projecting a solution to a simulated water crisis. Categorizes resources in vain habitats as basic materials (eg, sunlight, air, freshwater, soil) materials (for example, food, fuel, shelter) or as non -material (eg, secure, instinct, nature learning, learned by nature ature [L.2.2b] c. Visualize the standard (s): [CE] (0-12) 10: 10) Self-control [CE] (0-12) 22: 22) Creativity [Ela2015] (1) 24: 24) Write Opinion Tips In which they introduce the typical or name the book on which they are writing, they declare an opinion, provide a reason for opinion and provide some sense of closing. Visualize the standards (s): [MA2019] (6) 1: 1. Use vanculae at the addresses. Examples: History, history, ancient interviews, photographs, maps, artifacts Subject: English designer Arts (2), Social Studies (2) Time: Time later: How can we use schedules to rebuild the past? This lesson was created as part of the Alabama Bicentennial Commission Current Development Project. View Standard Patterns (s): [EL2015] (2) 29: 29) Participates in collaborative conversations with various partners on grade 2 tities and texts with colleagues and adults in small and larger groups. [SL.4.3] [ELA2015] (4) 38: 38) Demonstrates the command of the structure of rule to break the way. [DLIT] (3) 5: R5) Locate and select Digital Sources Information to answer research questions. Students use -chave details, such as text evidence to collect information about a tonic or intended authors. [Ela2015] (7) 20: 20) Write arguments to support claims with clear reasons and relevant evidence. [Ri.2.9] Subject: English Wool Arts (2) Title: Going describing Batty: In this lesson, students learn characteristics of bats. Distinguish between the connotations (definitions) (for example, intentional, firm, persistent, resolute). Subject: (7), Literacy Patterns (6-12) (6-8) Tit: The theory of the CT Lula: A description of the argument based on evidence: This literature That students research the treated printers of the theory of the Ctans and describe the scientific evidence that supports this theory. Â ¢ â Â ¢ Explaining productivity as the amount of outputs, or goods and services, produced from inputs or factors of production - describing as investments in fanbuses, equipment, education £ o, new technology, training and health improve the econamemic growth and subject of life standards: social studies (12) title: paan investigations using the human development of the united nation to research thee life pattern of a paãs. Students will use research to explain the factors that resulting from this social and eco -man development of the Paãs. [RF.K.1D] [DLIT] (1) 6: R6) Produce, revise and revise auto tantle artifacts that include multimama using appropriate digital tools. Visualize the standard (s): [MA2019] (3) 16: 16. This lion will culminate in a discussion in the seminary style that will allow students, which will allow students verbally articulate their discoveries of the resources provided. [L.5.2E] Subject: Science (5), English Wool Arts (5) title: photosynthesis: Let's talk about this description: This lesson will use the strategy of speaking drawings, in which students start the lionment designing an image of an image of a plant to illustrate how they think plants make their own food. Clarify and explain additional explanations, as needed, about the tanpics and texts in discussion. [RF.K.1A] B. [W.5.2] a. [Ps.6.1b] c. Subject: Matenatics (9 - 12) Tit: Can you solve the mystable variance? Subject: English Wool Arts (5), Science (5) Title: Solar energy, please! DESCRIPTION: Students know that humans and other animals should eat food to grow, maintain body temperature, body, And they move, but they realize that all the energy of food was already the energy of the sun? (Alabama) [Ela2015] (1) 41: 41) Use words and phrases acquired through conversations, reading and being read and responding to texts, including the use of conjunctions that occur frequently to signal simple relationships (for example, why). Students will use their knowledge and also conduct research, which would allow them to help in the effort to protect this crucial living element for the ocean environment. ,Visualize the standards (s): [SC2015] (2) 2: 2) Collect and evaluate data to determine the appropriate uses of materials based on their properties (eg resistance, flexibility, hardness, texture, needs (for example, outer clothing imitating animal skins for isolation, the equipment imitating the shell or the shells for protection). ADVERTISINGS FOR SAINS 3-5 DESCRIPTION: HYPERSCLLED are LIVISES/DIGITAL UNITS that help students learn the material in a way that is engaging and based on Inquiry. Interpret the figures of speech (for example, personalification) in the context. [Ps.11-12.1b] c. Use adjectives that occur frequently. Students build a model to describe how an object can be seen when the light reflected in its superphyte enters the eyes. This literature was adapted from engineering education. Visualize the standard (s): [S): [Ela2015] (0) 40: 40) With adult orientation and support, explore word relations and nuances in the meanings of words. Students participate in an outdoor geologic field study to locate examples of the hydrological cycle on the impact of genetically modified organisms on the appearance of desired characteristics on organisms. [Ela2015] (1) 22: 22) Know and apply the skills of dwelling and word -lisin in the same way into words of decoding. Subject: Science (5) TREATH: LIGHTS, CRAD, AMA: CREATING VIDES TO INVESTIGATE CHANGES IN MIXING TWO OR more SUBSTANCES DESCRIPTION: Students Collect Data on an Investigation £ o where two or more substances are mixed. [L.3.2E] f. DESCRIPTION: If it covers 70-75% of our planet, why should we worry about the quality and conservation of the water? [RL.7.5] [Ela2015] (7) 11: 11) Determine two or more central ideas in a text and analyze its development throughout the text; Provides an objective summary of the text. Author's Information: Rebecca Campbell (Cohort 2: 2010-2011); School Printing School; Perry County School Printing School; Perry School Printing School; Perry School Printing School; Perry School; Science (4) TREATH: COLLISION COURSE WITH ENERGY DESCRIPTION: Students observe as potential and cynamic energy relate to the energy transfer from one mother to another when collide. [W.9-10.3e] [Ela2015] (9) 23: 23) Produces clear and coherent writing in which development, organizational and style is appropriate for task. proportionate and billet. This lesson will involve NASA resources, in investigation and observational data. Continue a conversation through several exchanges. They enter the ball into different directions. By using this lesson, students begin to imply that the progress of scientific attached is not a static process, but a fluid that has developed and changed extending. They also to realize that scientific advance It has incorporated a variety of scientists throughout the story and periods of time. B. [A.1.A., A.1.B., A.1.C., A.1.B., A.1.C., A.1.B., A.1.C., A.1.H., A.1.I., A.1.I., A.1.E., A.1.H., A.1.E., A.1. economic and technological development of the civilian west, including mining, cattle range and transcontinental railway ¢ â Å ¢ identifying the role of change of the American farmer, including the Dawes Law for its effect on tribal identity, Earth ownership and assimilation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of immigrants' liquidation of the American and World War reconstruction comparing population percentages, motives and standards of the American and World War reconstruction comparing population percentages, motives and standards of the American and World War reconstruction comparing population percentages, motives and standards of the American and World War reconstruction comparing population percentages, motives and standards of the American and World War reconstruction comparing population percentages, motives and standards of the American and World War reconstruction comparing population percentages, motives and standards of the American and World War reconstruction comparing population percentages, motives and stand Farmers and Sharecroppers, 1865 to present description: This lion the development of the agriculture system and Sharing of tenants in the era of the Puãs-Civil War. Students create a model of the earth's materials. This literature results from a collaboration between the Department of Education of the State of Alabama and the Asta. [RI.11-12.6] [ELA2015] (11) 21: 21) Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences. Description: A brainstorming activity and class discussion starts to the background
and provide the students are in relation to zohic and how animals in the zohic people affect our environment. Description: Most of the earth's surface is covered by water, but only a small percentage of this water is of sweet water. [RL.6.1] (6) 2: 2) Determine a theme or or IDA of a text and how it is transmitted by spectated detail; Provides a summary of the text distinct from personal opinions or judgments. [W.5.1c] d. Students will have the opportunity to analyze these photos by making a walk of images. Represent a relationship between two quantities and determine whether the two amounts related proportionally. This is a standard class plan ready for college and career. This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. View the patterns of the Standard (s): [SS2010] wing (4) 12: 12) Explain the impact that each of 1920 and the great depression had in different socioeconnected groups in Alabama. The article discusses the proposal of the visit, the inhabitants who received and entertained the president and his discussion about current events (1819). Appropriate words for degree of record, consulting refusal as necessary. View standard (s): [S): [Ela2015] (1) 35: 35) Add drawings or other visual displays of the descriptions when appropriate words for degree of record, consulting refusal as necessary. to clarify ideas, thoughts and feelings. (Alabama) Example: The Paphael Pa notes [A/B, A A B, A: B] To represent a proportional relationship between quantities and language of use to describe the relationship between quantities. Students will use a cooked egg to model the earth's tectinic plates and the inner layers. present class. [W.5.2a] b. This lion is the result of the Alex Resource gap project. inverse of a function and a relationship. [W.2.8] [ELA2015] (2) 29: 29) Participates in collaborative conversations with various partners about tanks and grade 2 texts with colleagues and adults in small and larger groups. [Arts] Visa (8) 3: 3) Involve, experiment, innovate and take risks to seek ideas, forms and meaning that arises in the process of art creation. The students then conclude the dwarfs on -line found in "What T. Example: Use the book a house for the crab Eric Carle's Hermit. So students create a spirit that are adapted to survive in a designated biome. [DLIT] (0) 5: R5) Locate and selects digital sources information to respond Research Projects that create knowledge and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. [RI.3.10] [Ela2015] (1) 34: 34) Describe people, places, things and events with relevant details about a T.Pica. Subject: Science (4) Tit: Mapping the Mountains Description: Students describe the features shown in topogreal maps while planning A route for a bicycle race through the school neighborhood. View the standards ¢ ¢ ¢ Standard (s): [SC2015] (5) 2: 2) Stigam MATA © ria to provide mathematical evidence, including grain, to show that regardless of the type of r eaction (for example, a new substances, the total weight of the maturity is conserved. [W.5.2E] [DLIT] (5) 5: R5) Locate and select Digital Sources Information to answer research questions. After completing this duty, students can explain Alfred Wegener's continental drift theory and the evidence used Support this theory. [RL.3.7] Subject: Science (6) TIM: DISTRIBUTION AND CREATING FUEL FUEL: A Collaborative Project of the Breaker Research Project Students begin this lion by accessing their knowledge of the earth's natural resources through a brainstorming activity. Then students will use a transparent plastic bag full of water to create an eyeball model to investigate how the lens in their eyes helps focus on light. Examples: Increase of 1920 in the availability of electricity, employment opportunities, salons, products, consumption of goods and services; Overproduction of goods; Crash for the large depressiveness market - land overcumbling, unemployment, poverty, establishment of new federal programs - explaining how supply and demand impacted the economies of Alabama and the United States during the 1920 and the great depression [SS2010] USS6 (6) 5: 5) Explain causes and effects of the great depression on the people of the United States. [SC2015] ES6 (6) 16: 16) Implements scientific principles to design processes to monitor and minimize human impact on the environment (eg, use of water, including stream removal of streams and aqãfans or construct Dam and dikes; land use, including urban development, agriculture, or removal of such mons; DESCRIPTION: Students examine how they use daily and calculate their water consumption. The students shared a moment when they demonstrated this traction of the caretaker. Once, the recognized tendency is that it will build a model of these perinadic tendencies using the Alabama Science in Motion Lab (Periódic Trends: Great and Straws). This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. [SL.4.1D] Subject: English Dowrentense Arts (4) Title: Identity Description: After reading a chapter chapter Together as a class, the table groups will receive a different story character to analyze in more detail. . The other table groups should guess the character being presented and base their guess in text evidence. The table groups should guess the character being presented and base their guess in text evidence. Students conclude the MRNA and protected sequences based on the supplied information. Visualize the standard standards (s): [SC2015] PS8 (8) 1: 1) Analyze the patterns within the Perion Table to build models (eg, molecular models, including drawings; computer representations) which They illustrate the structure, composition and characteristics of jtomes and mollets. [SC2015] (0) 2: 2) Use observations and data on investigations to determine whether a design solution (for example, project a ramp to increase the speed of an object.\* Subject: Science (K) TRE: TUG OF WAR! DESCRIPTION: This lesson, "Tug of War!" It is day 3 in a rine of literaries that help explain how forms affect objects. [Ela2015] (0) 25: 25) Use a design combination, dictation and written to compose informative or explanatory texts in which they name what is writing and provide some information about the tonic. On day 2, â € œPux -me, pull -mea €. students demonstrate that objects can be moved pushing or pulling them. Students write or draw about their discoveries. The total duration of the lion is about six days. The lionment includes a practical field trip to allow students to explore and discover the types of matters. [SL 2.3] [SS2010] LWT2 (2) 2: 2) Identify NATIONAL FIGURES AND CELEBRATIONS THAT Fundamental democratic values, including equality, justion and responsibility for the common good. [RI.4.1] [ELA2015] (4) 11: 11) Determine the main ideas of a text and explain how it is supported by the chau details; Summarize the text. Students observe and register shadow data for a whole day. Example: Take your own references of reference and use it to create a work of art. Subject: Science (4) TIM: BLOW ME AWAY! DESCRIPTION: This investigation -based literature results from a collaboration between the Department of Education of the State of Alabama and the Asta. Students will first interact with a technology -based scale model and see a music video to climb the solar system. [Arts] Visa (7) 5: 5) Apply strategic design stratums to produce a work of art, design or mother that clearly communicates information or ideas. [W.8.1] a. Although Paul Bunyan's short stories have not focused on Alabama, students create their narrative practices after seeing photographs of large mountain ranges, rivers and lakes throughout Alabama (Acos 3.2). Examples: Research techniques, check credibility and validity. Visualize the standard (s): [S): [Ela2015] (4) 12: 12) Explain events, procedures, ideas or concepts in a historical, scientific or tonnic text, including what happened and why, with what, with based on specific information in the text. Students examine the cultural and econational aspects of the nineteenth century and refer to details and examples in a text by explaining what the text
explicitly says and when drawing infarction. Students can explain how an author uses reasons and evidencies to support specific points of view. This literature is a continuation of the other, are we our worst enemies? Part 1 Description: The lion Days, months, steps or events. Subject: Science (7) title: Of course, I You: natural modeling of natural selection in the classroom description: In terms of the science of life, evolution is essentially where genes meet ecology. [L.1.1i] J. [w.11-12.2c] d. Â ¢ â Â ¢ Comparing Maps of the Past with the Maps of the present subject: Inglese Drawing Arts (3) title: Pron and Cons - Imagine perfect captain for Alabama Description: Images of the capitolas of the state of Alabama Description: Images of the capitolas of the state of Alabama Description: Images of the capitolas of the state of Alabama Description: Images of the capitolas of the state of Alabama Description: Images of the capitolas of the capitolas of the state of Alabama Description: Images of the capitolas of the state of Alabama Description: Images of the capitolas of the capitolas of the state of Alabama Description: Images of the capitolas of the capitola information that can help them give their point of view. [W.7.1d] e. View the standard (s): [EL2015] (4) 3: 3) Describe in depth a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or drama, based on specific details in the text (for example, thoughts of a character, scenery or event in a story or event in temperatures in their city at different stations. Students discuss the main themes of Harlem's Renaissance. [DLIT] (9-12) 11: 5) Design and develop iteratively computational artifacts for practical, personal expression or to address a social question using current events. [DLIT] (3) 22: 16) Perform basic research -related searches to produce vulid and appropriate results and evaluate results for precision, relevance and adequacy. This unit was created as part of the interdisciplinary Alex Resource Development. DESCRIPTION: During this lion, students create two lines of line: one that shows how the carbon dioxide has changed over time and one that shows how global temperatures have changed with the time. Students project, build, and compete with a motivable breath. [SS2010] CIV (7) 8: 8) Evaluates the relationship between the consumer and the market in the US economy on scarcity, opportunity cost, decision making and the action market. [L.9-10.5] a. Reading Alouds gives the teacher the opportunity to model reading skills "close" as as model thinking. (Alabama) [A.1.A., A.1.B., A.1.D., A.1.D., A.1.D., A.1.I., A.I.I., or talk about the subject with knowledge. [L.7.1a] c. [N -vm8] Subject: MATHROTATIC (9 - 12) Tit: Add, subtract and multiply dies description: The lion will present the concept of a matrix. [W.4.2E] [SC2015] (4) 12: 12) Build explanations citing evidencies found in rocky and fancies in rock layers that the earth changes over time through slow processes over time and ruffled (for example, rock layers containing fan shells that appear above the rock layers containing vegetables and no shells indicating that over time, a canyon with different layers of Rock on the walls and a river in the background indicating that over time a river cut through rock). Subject: Science (K) Digital Literacy and Computer Science (K) Time: Climate Detectives Description: This is an introductory lion © Rie. Students test the molecular movement at different water temperatures, adding food dye and observing the movement at different water temperatures. their own ability to listen to imitating the external parts of the ear of a bat. Other types of animals. [L.1.1f] g. View the standards (s) (s) standard (s): [SC2015] LSC7 (7) 18: 18) Build an explanation from evidence that the natural selection that operates throughout generations can lead to the predominance of certain characteristics that resulted in survival and successful of a population and for the suppression of other characteristics. Create a Number Line Diagram Using Using Using Using Using Using Using NOTMERS AND USE IT TO REPRESENT SOUNDS AND DIFFERRATIONS OF STRONG UNHERE AT 100. [SC2015] PS8 (8) 9: 9) Use Newton's second law to demonstrate and explain how the changes in the movement of an object They depend on the sum of the external forces on the object and the mass of the object (for example, pool balls moving when hit with a suggestion stick). Author's Information: DR. Lesa Roberts (Cohort 1: 2009-2010) Hampton Road Middle School; School System of the City of Huntsville; Huntsville, soul seen the patterns of pattern (s): [SS2010] wing (4) 9: 9) analyze policy and econhamic issues that Alabama faces during the reconstructing for its impact on vain social groups. [L.8.5A] b. Although this is a clueless component of the understanding of evolution, the modern real world reasons to learn is to understand why and how to use model organisms like unlucky fish [RI.3.5] [ELA2015] (3) 22: 22) Write opinion peans on tanpics or texts, supporting a point of view with reasons. Then they will use this data to solve a real world problem and explain your thinking. [RL.8.1] [ELA2015] (8) 3: 3) Analyze as specific lines of diary or incidents in a story or drama boost the action, reveal aspects of a character, or cause a decision. Visualize the patterns of the Standard (s): [Ela2015] (6) 41: 41) demonstrate understanding of figurative language, relationships with words and nuances in the meanings of words. [RI.2.3] Subject: Social Studies (2), Matenatics (2), Inglesa Designer Arts (2) Time: time after: How can we use schedules to rebuild the past? [DLIT] (5) 25: 19) Performs advanced research of words to produce vain and appropriate results and evaluate results for precision, relevance and adequacy. The team that projects the most rude tour that does not "hurt" the passenger (s) earn! Students compare the resources of Blowing with the best times. Examples: Social ¢ â â € lying of the European culture by the Americans, the opening of the land of the Alabama for the liquidation - for the reallocation of American "labeling Andrew Jackson as a herson and taking it - the econamemic presidency - acquisition of tribal lands in the United States by explaining the impact of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of tribal lands in the United States by explaining the impact of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - the econamemic presidency - acquisition of the life trail on life, rights and territories of Alabama American and taking it - Wool Arts (3), Social Studies (3 - 4) title: The negotiators - land of the return description: The containment of the lionte is connected to the course of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from
the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek dials from the Creek war interrupted the Indian directors of Alabama SS2010 (4), which will explain why significant creek final and common vowel team to represent long vowel sounds. Subject: Science (6) Tit: How do clouds form? [W.K.8] Subject: Science (K), English Wide Arts (K) Title: Plants and animals gives your needs description: This literary will allow students to put evidencies to better understand how to better understand how Plants and animals provide themselves by changing the environment. Students complete on -line diversions in the blood -type game and seek answers to a spreadsheet on the Red Cross website. The ball will be stopped or redirected in the same way. [RL.4.6] Subject: Inglese Wool Artes (3 - 4) Tit: The big and bad? SUBJECT: Science (4) TIM: Investigating the erosion description: In this lesson based on rite, students investigate how rainfall change the earth and cause flow. Use vain strategies to add and subtract fluently within 1000. Subject: Science (6) TREATH: MAGNAME SHEET OF EARTH: A LIKE BASED ON THE CONSULTATION DESCRIPTION: Students Start £ This is based on investigation, accessing its knowledge of the positive and negative effects of the sun's energy. PSC (9-12) 11: 11) Design and conducts investigations, cynamic energy, tumic energy and the effect of any work done on or by the system. [L.5.1C] d. After researching animals, plants and habitats from Alabama, small groups of students will receive a habitat to create. They enter these fanmulas to convert degrees of degrees of degrees of the cardinal and BãºSolo increased by the video and a game of instruction. Enter students draw and label a classroom map using cardinal directions. Recognize and correct inadequate changes in verbal time.\* [L.5.1D] e. Read the text in no orally with accuracy, appropriate rate and expression in successive readings. For whole from 1 to 100, find all pairs of factors, identifying a number as a latest of each of its factors. [MA2019] (5) 5: 5. Visualize the standard standard (s): [SC2015] LSC7 (7) 9: 9) gets involved in arguments to defend the effectiveness of a design solution which maintains biodiversity and ecosystem services (for example, using scientific, eco -and -social considerations on water purification, nutrient recycling, prevention of the soil erosion). Then the students read an article about the A spicy moth history and play an on -line interactive game to further explore the factors that led to a change in the population of this span. [RL.4.1] [Ela2015] (4) 2: 2) Determine a theme of a story, drama or poem from detail in the text; Summarize the text. lesson was created in partnership with the Alabama Archives and History Department. [SC2015] (4) 4: 4) Design, construct and test a device that changes energy from one way to another (eg circuits converting electrical energia em movement, light or sound energy). 2. The percentages ranged from 10 to 30%, depending on the location. Visualize the standard standards: [s]: [dlit] (8) 6: R6) Produce, revise and review auto tantle artifacts that include multimamine using diagrams such as rich line diagrams that have a measurement scale. (Expectations of expense of degree for the types of writing are defined in patterns 22-24 above.) [W.4.4] [EL2015] (4) 10: 10) See details and examples in a text when explaining what the Text says explicitly and when designing inferings of the text. DESCRIPTION: In this lesson, students define archeology. Â ¢ â Â ¢ Localizing European settlements in Alabama's UNCIO, including Fort Pári ©, Fort Toulouse and Fort Me - Tracking on Maps and Globes, the routes of the first explorers of the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including different beliefs in relation to land ownership, religion and culture [DLIT] (4) 5: R5) Locate and select Digital Sources Information to answer search guestions. This will guarantee your understanding of the Energy Conservation Law and energy transformations. Examples: Library Cats, School Records, Telefan Directors or Contact Lists. \*This lesson can be taught over a period of two to the days. of solutions quantitatively using molarity. Visualize the standards (s): [dlit] (5) 6: Produce, revise and revise self -tantame artifacts that include multimamide using appropriate digital tools. This project allows students to make connections throughout the curriculum Students learn more about some people in the multidion and how they did the difference in our beloved community. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. We are obsessed with your privacy 1. This class plan results from a collaboration between the Department of Education of the State of Alabama and Asta. [RL.9-10.5] Subject: Arts of Inglese Downação (9) title: Connotation and denotation. Waltz de Papa "by Theodore Roethke. Subject: Science (2) Title: Where do you live? Settlement during the age of the nineteenth -grandson, including housing, roads and names of subjects: arts of the English (4), social studies (4) title: Alabama: an unlimited field of speculation description £ o: This lesson analyzes the natural resources that attracted companies to Alabama. [Rf.1.4c] [Ela2015] (1) 26: 26) Write narratives in which they report two or more properly sequenced events, include Some details about what happened, use temporal words to signal the order of the event and provide some sense of closure. and evaluate results for precision, relevance and adequacy. [SL.2.2] Subject: EDUC Character (K - 12), English Wool Arts (2) Title: The empty description of the pan: This lesson will help students identify the morality of the story, the students Demi empty pot. [RF.3.3D] [Ela2015] (3) 21: 21) Read with sufficient precise and fluã. See the standards of the Standard (s): [SS2010] USS6 (6) 3: 3) Identify causes and consequences of World War I and reasons for the entry of the University of Califã<sup>3</sup>rnia Paleontology Museum, which will explain as a cladogram diagram can be used to show lineage lines and evolutionary relationships. Visualize the standards. ) Build and interpret models (eg diagrams, flowcharts) to explain that the energy in animal foods is used for body repair, growth, movement and maintenance of body heat and was already the energy of the sun. Subject: English Language Arts (3), Digital Literacy and Computer Science (3) Title: The many people on the Charlotte web description: Students work together in groups to discuss the different tracts of Carã Have your character displays. [DLIT] (3) 23: 17) Describe examples of data sets or databases of everyday life. [SL.2.1C] [EL2015] (2) 30: 30) Describe ideas or -chau details of a text read aloud or information presented orally or through another S MONDIANS. Add or replace individual sounds (phonemes) in simple, a SYLL words capable of making new words. [Rf.1.4] a. (Alabama) Examples: United States Flag, singing

"The Star-Spangled Banner" Indivudives "" George Washington ; Abraham Lincoln; SHARE; Martin Luther King, Jr. Celebration - July Fourth, Memorial Day, Veterans Day [SS2010] LWT2 (2) 2: 2) Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justion and responsibility for good ordinary. [W.5.3d] e. [W.6.9a] b. Work with colleagues to define rules for Collegiate and decision making (for example, informal consensus, voting on key issues, presentation of alternative views), light goals and deadlines, de the description of the zolygic: this is a literature of the art project of the English dowition of the third are focused on the point of view using the zolygic: this is a literature of the English Wide Arts (4) title: Dolphin's tale description: In this lion, students demonstrate ecolocalization only using only using only Your sense of audiration to locate sounds in your environment by a Marco Polo game. Students create their own way of eclocalization to communicate. Help in your survival. Subject: Science (7) Title: Nanomacher Plant for Photosante and Artificial Nanostructure, contrasting Biochetic and Abija Systems, demonstrating the efficiency of photosels compared to the title compared to question of questions. Examples: engraving, digital photography, animation or digital grain. [RL.K.1] a. Use common, adequate and possessive nouns. Use the book on Weaving, The Goat in the Rug, by Charles L. [W.9-10.3a] b. Then they read an article of notion to determine that Alabama was under the eagua at the same time, which explains how thee the book on Weaving. aquatical fan are found throughout the state. [RL.3.6] [Ela2015] (3) 7: 7) Explain as spectatous aspects of a character or scenery). [W.11-12.3d] e. Students research spider information using the internet. [SL.7.5] Subject: Inglea Dowire Arts (7) Title: Fakebook: Analyzing the points of view in Duck Dynasty Description: Students analyze the varied points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook that delineates separate points of view in a text creating two pages of the fakebook text of text o daylight and the year (for example, more hours of daylight during the venue compared to winter). [L.1.1h] I. Visualize the standard (s): [S): [Ela2015] (5) 10: 10) Quotes with the accuracy of a text by explaining what the text explicitly says and by extracting inferings of the text. [SL.3.4] [DLIT] (3) 5: R5) Find and select Digital Sources Information to answer research questions. Visualize the standard standard (s): [S): [Ela2015] (1) 13: 13) Fault and answer questions to help determine or clarify the meaning of words and phrases in a text. As a class, they reenact the necessary steps to make a new law. This activity was Arts of the English Wool (1) Title: Relatives came by Cynthia Rylant-A LiCi £ o Breakdown to teach students how to make text connections to themselves as a wool. Students start working in groups to compete with their colleagues, classifying food chain image cards (producers, consumers, ecosystem decomposters) in the correct order. [A.1.A., A.1.B., A.1.I., A.I.I., A.I.I And the League of Naãeses ¢ â Å ours explaining how the Treaty of Versailles led to the worsening of econamic and political conditions in Europe, including greater opportunities for the ascension of fascist states in Germany, Itan ¡Lia and Spain-comparing short and long-Effects of the term of boundaries in the first and pon pãv 0, in Europe and in the East Mother, leading to new peasants [SS2010] US11 (11) 10: 10) Describe the impact of World War II on the lives of American citizens, including eco -time measures in times of war, population changes, growth in the African American community, racial and tonic tensions, 1944 service readjustment law (G. use words, phrases, and clauses for Create cohesion and clarify the relationships between the claims with reasons and evidence. Supports the claims with reasons and evidence of the claims with reasons and evidence of the claims with reasons and evidence. the typical or text. Wallace in the innio and the last part of his life as a political figure in Alabama. View standard (s): [SC2015] ES6 (6) 1: 1) Create and manipulate models (eg fanic, grant, conceptual) to explain the occurrence of day/night cycles, duration The year, these, sea, eclipses and lunar phases based on the patterns of the observed movements of the celestial bodies. Students conduct an experiment to collect data on the factors that led to a population change in spicy moths. Involve in arguments of evidence on possible prevention and treatment options related to cardiovascular system pathology (eg, myocance infarction, prolapse of the mitral van, varicose veins, arteriosclerosis anemia, press the high arterial). View the standards. of the Mother to obtain About Earth Events that happen for a short time (for example, tornadoes, volcanic explosions, earthquakes) or during a period of time longer than you can observe (eg, erosion of rocks, melting of glaciers). Apply the reading patterns of the 11th rie in the literature (for example, "demonstrate the knowledge of fundamental works of the American literature, including two or more texts from the same pernode treat similar themes or tights"). Follow -up Lion - Alabama: An unlimited field of speculation This lion was created in partnership with the Alabama file and history department. Subject Science (9 - 12), Digital Literacy and Computer Science (9 - 12) title: Polarity of tanks and determination of molecular geometry description: In this lion, students will examine electronegativities of all about each other to determine whether a covalent bond will be classified as polar or not polar. Students also write a definition of the terms of the absolute age and relative age. Students will then work with collaborative groups to request events in the geological history of the Earth by relative age and then order those same events by absolute age on a model timeline. [RL.9-10.1] [Ela2015] (9) 1: 1) cites strong and complete textual evidence to support the dwarf of what the text explicitly says and inferior extracted from the text. [SL.5.4] [Ela2015] (5) 36: 36) Include multimadia components (for example, granted, sound) and visual exhibitions in presentations when appropriate to improve the development of ideas or main themes. This lesson serves as a 3 -duty lesson for a 3. recognition new information expressed by others and, when guaranteed, modify their own opinions. Then the students describe the fanic properties of necessary for a microwave mug cake. [L.1.6] Subject: Arts of the English Wool (1) Title: Explosive Explosion of Sound "-ar": This lionte Decoding, mixing, spelling patterns and dictation. (Alabama) Examples: Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery's boycott of Montgomery, Black History Mother (Alabama) History Account: Character Education (K - 12) Tit: Martin Luther King, Jr. for the business description: this lesson is an adaptation of an easily facilitated educational education. Students Iran for the site listed above to view and draw specific bodily fabrics described in the student's e-laboratory that they will have to download. At the end of the task, the students will be a portfance of their tissues. Subject: Social Studies (5), English Wool Arts (5), Science (5) Title: Native American group of each of the six main biomes in the northern rich. Examples: Report Information Mother © Tips to the immediate supervisor, communication skills - Simulation Description: This lesson provides a formative assessment of previously dominated concepts and skills. [RI.3.3] [Ela2015] (3) 6: 6) Distinguish their own point of view from the narrator's or the characters. After watching a small video, students will separate living things and not alive, coloring or drawing an outdoor environment. Subject: Science (9 - 12) Tit: A Cycle of Astro -ventoso Astro! Description: In this lesson, students create a laboratory simulation of the water cycle. Analyze the patterns in climatic data to predict systems, including bass fronts and storms. [SC2015] (2) 4: 4) Changes in matters caused by heating or cooling can be reversed (eg, heating or cooling can be reversed) (eg, heating baking an cake, boiling an egg). DESCRIPTION: This lesson is an English art and third language. [W.1.3] Subject: Science (K) Title: What makes light? Subject: English Wool Arts (I) title: What makes light? Subject: Science (K) Title: The needs of living beings: Building a Model Habitat Description: Students start with a brainstorming from a list of needs that must be served for an animal to survive in its habitat. Students' spreadsheets accompanying this lionment require students: Faults, they perform mathematical boards, build a grain, classify bones in types, separate bones by type of
prey and draw conclusions. on the owl environment based on the findings of dissection. Identify the constant of proportionality (unit rate) and express the proportional relationship using MOTHER REPRESENTATIONS, including tables, grain, equations, diagrams and verbal descriptions. Finally, students create a writing peatim that will describe the photosynthesis process and build scientifically accurately accurate illustration of the photosynthesis. process. Solve problems with money. [DLIT] (9-12) 37: 31) Create interactive data views using software tools to help others understand real-world phenomena. [W.11-12.3a] b. Finally, they shape the way of the moon around the sun to see how the sunlight causes the moon to change the extent that the earth orbits. [W.4.3E] Subject: Science (4), English Wool Arts (4) title: What great is the grand canyon? [L.1.5a] b. This is a display lesson plan of ready -to -college and career standards. Use the prism with the unit cubes. \*\* This literalness can He taught a period from three to five days. Subject Science (4) TIM: The eyes will be described: In this lion, students investigate how light rays reflect the superphyte of an object and allow us to see the object: Science (7) title: What do you know? Subject: Science (6) Tit: Eclipses: Solar vs. In addition students analyze how human population change will affect the consumption of globally. Visualize the standard (s): [MA2019] (4) 4: 4. [w.3.2C] d. [L.4.1b] c. Form and use the progressive (for example, I was walking; I'm walking habitat (eg territy, ant farm, diorama) proportion to meet plant needs and Alabama native animals in Alabama. [W.1.3] [Ela2015] (1) 36: 36) produces complete phrases when appropriate to task and situation. [Ela2015] (5) 23: 23) Write informative or explanatory texts to examine a typical and transmit ideas and information clearly. [MA2019] REG-7 (7) 2: 2. Subject: Inglese Downing Arts (5), Science (5) Tit: Constellation Movement in the nightclub description: In this O, students will examine the photos and videos from time to see the movement of the stars at night. Use conventional spelling for high frequency and other studied words and to add suffixes to base words (for example sitting, smiling, screaming, happiness). Use determinants (for example, articles, statements). [W.4.7] Subject: Social Studies (4), English Wool Arts (4) Title: Leaving some description of steam: In this lesson, students explore the inventive of steam: In this lesson, students explore the inventive of steam boat and the role she played in the economy, transportation, and culture of the lifestyles of of plantations, farmers, slaves and people of the city of Alabama of the innic of the innic of the innic of phrases and places in general spaces for your time lines. Order adjectives within the sentences according to conventional patterns (for example, a small red bag). Explain the functions of phrases and places in general and their function in specific phrases. Subject: Science (5) title: The transfer of energy in the description ecosystems: In this lesson, students will use technology to build a model of a balanced ecosystem that shows how the energy cycles of an organism to the other, completing the research and writing short passages about his ecosystem. This is a display lesson plan of ready -to -college and career standards. [L.K.2D] Subject: Science (K), English Wide Arts (K) Title: LiCon 2: Informative Writing: How to reduce the human impact on the environment. In this literature, the solutions to reduce the human impact on the environment will be explored. [RL.2.9] [Ela2015] (2) 28: 28) Remember information or vest information information information or vest information (CPR), obtaining first aid certification, explaining body mechanical [HLS] PCT (9-12). 6: 6) Implements infection control guidelines, including isolation techniques. Form and use prepositional phrases. Students see a PowerPoint, read an excerpt from an article about William Weatherford of Encyclopedia of Alabama, sharing information with colleagues and seeing the engraving of William Weatherford surrenders to Andrew Jackson. View the patterns are Standard (s): [Ela2015] (2) 18: 18) Compare and contrast the most important points presented by two texts on the same tonpos. Examples: mouse, touch screen, keyboard. You Light two books of "Ranita, The Frog Princess" and "Frankly, I never wanted to kiss anyone!", No one! " The theme for each and then compare them in a writing task. They get involved in activities where comparable and contrast to different versions of the story. Students participate in listening, talking and writing activities that require them to reflect on the stories. Visualization patterns of standards: [SC2015] ES6 (6) 9: 9) use models to explain how the Earth's internal energy flow drives a cycle of the matters between plates movements that They cause deep in the earth's surface (eg, chairs in the middle of the ocean, ocean trenches, volcancies, earthquakes, mountains, screwdars, volcancies, and chalm to bind the main sections of the text, create cohesion and clarify the relationships between the claims and reasons, between the claims and reconverance £ The. Â ¢ â Â ¢ identifying European patrons, explorers and their significant paans, including initial settlements in the examples of the New World: Customers - King Ferdinand and Queen Isabella Explorers - Christopher Columbus, St. Augustine, Quebec, Jamestown is A & A ¢ Tracking the development and impact of the subject of Colombian exchange: Digital Literacy and Science of Computer (5), English Wool Arts (5) Title : Exploring Explorers Description: Students Create a Van in the Talk-Show Format on Explorers of the XV-XVII Culos. Students interpret their granted data, as well as the information in the article, to determine if there is any relationship between the Department of Education of the State of Alabama and the Asta. \*NOTE: The bibliography of the resources used can be found at the end of the "section of literature procedures" Lion. [EL2015] (0) 31: 31) Conversations with various partners about the children's tanks and texts with colleagues and adults in small and larger groups. [Rf.1.3] a. Apply the reading patterns of grade 6 a £ o -Literary rate (for example, "trace and evaluate the argument and claims of specific text, distinguishing claims that are supported by reasons and evidencies of claims that are not being "). Description: Young students may think that the sun is the largest and most brilliant star in the universe, as it seems to be the bright star of the Cã © u when seen from the earth. Wallace; Rosa Parks; Fred Shuttletlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy is Â œ ¢ describing the events of the Baptist Church of Birmingham, the Freedom ã´nibus bombardment Riders, and the Sele-to-Monte-Marche march ¢ â ¢ explaining the benefits of the 1964 Civil Rights Law, the 1965 Vote Rights Law and the case of the Supreme Court of Brown versus council 1954 Education, suffrage and subjects: Social Studies (4) title: Vision change George C. Students may also apply timeline skills. The student finds an image or sound to illustrate each word using a variety of resources. Use a book about clay when Clay sings by Byrd Baylor. Visualize the standards (s): [SC2015] (5) 9: 9) Build an illustration to explain how plants use light energy to convert carbon and waterframeless disputes to stored, Carbohydrates and a resumption, oxygen, during the photosynthesis process. Provide a closing sensation. [L.7.2b] [Ela2015] (7) 38: 38) Use knowledge containing. conducting research and wording and digital/printed. [RI.3.1] [ELA2015] (3) 14: 14) Use text resources and research tools (eg, keywords, side bars, hyperlinks) to locate relevant information for a particular efficiency. Visualize the standards (s): [SC2015] ESS (9-12) 3: 3) Evaluate and communicate scientific information (eg, hertzsprung-russell diagram) in reference to the life cycle using data using data of both the emission spectra and stars absorption to make infarction of the presence of certain elements. Use grain representations of real -world data to describe the context from which they were collected. [Rf.1.3C] d. [W.9-10.6] [Ela2015] (10) 29: 29) draw evidencies of literary or informative texts to support manly, reflex and research. [L.1.4b] c. Read common words of high frequency a Vista (for example,, from, for, you, she, my, is, yes, yes). Subject: Science (9 - 12) Tit: What makes an endotic or exotic endothetic quantum reaction? [W.2.8] [ELA2015] (2) 12: 12) Describe the connection between a material of historical events, ideas or scientific concepts or steps in tonic procedures in a text. They then interpret topogromaults made by other class students to combine each mountain to their map. ALEX LICENSE PLANS O ¢ Display standards: [s]: [HLS] Nat (9-12) 1: 1) Demonstrate knowledge and related skills in communication, security, control of infections, rights of residents and independence with satisfaction performance before involving direct contact with residents. [W.3.2] a. [F -bf5] Subject: MATHROTICS (9 - 12) TIM: LOGARTMOS: Undo the exponential description: In this lesson, students are requested to provide a description by written from an exponential function and its reverse. Subject: Science (5) Tit: Gravity on Earth In this literature, students sharing their knowledge of gravity and how it affects the skydivers. Parachuters. Subject: Science (4), English Wide Arts (4) Title: Dissection of congratulations descriptions: Involve students in testing their knowledge of circuits in this delicious dissection. Subject: Science (4), English Wide Arts (4) Title: Dissection of congratulations descriptions: Involve students in testing their knowledge of circuits in this delicious dissection. During this lesson, students learn the different aspects of a wave, including the crest, gutter,
wavelength and amplitude. In addition, they will be able to develop a wave model and describe patterns. Follow the agreed rules for discussions (for example, listen to other people and taking turns talking about the stations and texts in discussion). Sonumboli include Liberty Bell, Bald Eagle, the United States Flag, the Washington Monument and the Memorial Lincoln. They document the high's for ten days. Visualize the standard (s): [SC2015] ES6 (6) 4: 4) Build explanations from geolistic evidence (for example, change or extinction of spectated living organisms; Field representations, including models of geological sections; sedimentary layers) to identify patterns of the main historical events of the earth (for example, formation of mountain chains and ocean basins, volcan eruptions Significant, fossilization, folding, failure, intrusion, erosion). [RF.3.4A] b. Use motor skills to create three -dimensional art. Students communicate their plan during the wording of the DIARRY, producing an informative story that describes a rocky format -based formation in rocky patterns, including an estimated deadline, plants and the type of erosion that formed its form Rocky. The tâpical with facts, definitions and details. [SS2010] WAR (4) 12: 12) Explain the impact that the 1920s and the great depression had in different socioeconnected groups in Alabama Visualize the standard standards (s): [SC2015] (4) 7: 7) Develop and use models to show Vaês Solutions in which the patterns are used (For example, using battery to send coded information through sound waves, using the Morse Code to send a message). Hide the secret messages in text or data known as steganography. Students create a digital form of steganography with their group. Students Explore Joseph Noble's 1818 letter to their friend, Samuel B. Subject: Science (1) Title: COOKIE Moon Description: As part of the study of the space, students observe, describe and predict the standards of the moon. [RL.11-12.1] [ELA2015] (11) 27: 27) draw evidencies of literary or informative texts to support handbooks, reflex and research. Subject: Science (9 - 12) Tit: DNA mutation description: This is a practical biology and technology -based biology. the replication of the DNA. The student discusses tanpic family tons before finishing their concerns about the possibility of war. [L.2.1] a. In this introduction to evolving, students assume the role of research bions and predators to simulate how environmental conditions affect and change a population of frogs and characteristics. As part of the time of the way, students can use this activity to participate in the time of the week during the biology class. (Expectations of expense of degree to The types are defined in standards 22-24 above.) [W.3.4] [Ela2015] (3) 29: 29) Recover the information information information from printed and digital sources; Break sources on sources and classify evidence in categories provided. The duty also includes a presentation, a word search breakage and a bingo game emphasizing words of the literature, students will build a terrior study describing: This lion to the impact of the interactions of hydrolygic and rocky cycles on earth materials. [Ela2015] (5) 16: 16) Remove the information from Varia Person or Digital Sources, demonstrating the ability to locate an answer to a question quickly or to solve an efficiency problem. (Alabama) Examples: crop rotation, leleter spills, sanitation landfills, forest cleaning, clean land replacement, fish replenishment in watercourses ¢ Using associated vocabulary human influence in the environment, including irrigation, araion, urbanization, reforestation, reforestation, letters daily, maps and photographs. Students use knowledge and background images to identify patterns that represent all living organisms. Students, working in pairs, will receive a history of Research on a information laboratory. (Expectations of expense of degree for the types of writing are defined in patterns 22-24 above.) [W.4.4] [Ela2015] (4) 30: 30) draw evidencies of liter or informative texts to support Kills, reflection and research. Students complete a group project based on a story read as a class. Building explanations that groups in a formation help some organisms to survive. [Ela2015] (0) 28: 28) With guidance and adult support, explore a variety of digital tools to produce and publish newsroom, including collaboration with colleagues. [Arts] Visa (2) 8: 8) Explore a variety of ways to prepare works of art for presentation. [W.4.9a] b. Visualize the standard standards (s): [SC2015] (4) 4: 4) Design, build and test a device that alters energy from one way to another (eg, ELABRATE CIRCUITS Converting Electrical Energy moving , light, lightweight, or sound energy; a passive solar heater converting light energy into tinic energy). DESCRIPTION: Students will be a drawing that lights up, while investigating circuits using copper tape, batteries and LEDs. They use models for the first circuit and then explore by adding more copper tape. collaboration between the Department of Education of the state of Alabama and Asta. [Arts] The visa (3) 2: 2) demonstrates skills using features, tools and technologies to investigate personal ideas through the process of elaboration of art. The students scaled the diathro of the earth and the moon, as well as the distance from the earth to the sun and substances (eg, mixture of healthy bicarbonate and vinegar resulting In the form of a new substance, it is mixture of sand and water, resulting in no new substance being formed). [RF.4.4b] c. [W.11-12.9b] (Alabama) [Ela2015] (11) 29: 29) Start and effectively participate in a collaborative discussion (individually, in groups and led by teachers) with various partners in partners in T., texts and questions of the 11th rie, based on other people's ideas and expressing their own practices in a clear and persuasive way. [W.4.2] a. [W.K.2] [ELA2015] (0) 31: 31) Participates in collaborative conversations with various partners about the children's tanks and texts with colleagues and adults in small and larger groups. Subject: Science (9-12) Tit: Promatic Activity: Can you locate the sun in the H-R diagram? This lesson results from a collaboration between the Department of Education of the State of Alabama and the plans of Alex: 426 Thought Class Plans Description: Human beings They depend strongly on a wide variety of living and undebted things. [RL.3.4] [ELA2015] (3) 34: 34) Report on a tonic or text, counts a story or contains an experience with appropriate facts and relevant descriptive details, clearly speaking at an understandable rhythm. Subject: Science (6) Title: Rollin 'through the Solar System: Creating a description of the scale model: First, students will visualize an engaging video about the recent arrival of the New Horizons space in plutan. (4) 1: 1) See details and examples in a text by explaining what the text. [RI.4.3] [RI.4.3] Social Studies (4), Inglea Dowrency Arts (4) Title: Look who goes to dinner! DESCRIPTION: Students read in an Alabama newspaper about President James Monroe's surprise visit to Huntsville. Students will create a game to find aptiple of a particular factor, causing a character to fly to the correct Mother of the specified factor. [W.2.8] [Ela2015] (2) 34: 34) produces complete phrases when appropriate to task and situation to provide requested details or clarifications. Then the students prepare a report of a Google doc pannial in Paãs. Visualize the standard standards (s): [ss2010] GHS (3) 9: 9) Identify ways to prepare for natural disasters. Establishes and maintain a formal style and an objective tone as it meets the norms and convention of the lison, the students see an engaging video of flower time lapse photographs and the students creating a t-chart listing the similarities and differences Among the sectional steps to create works of art on real or imaginative subjects. Come to prepared discussions, having read or researched material under study; Explicitly recovers about this preparation, referring to evidence about the typical, text or problem to investigate and reflect on discussion. The students document these changes and send them graph. Authority: Ronald Shephard (Cohort 2: 2010-2011) Phenix City School School City Phenix City, mathematical, students draw a t-xart to represent dam and flood data obtained from Reading feature. [LIT2010] WRI (9-10) 8: 8) relevant information of Various Sources of Authorized Impression and Digital, using advanced research effectively; Evaluate the usefulness of each source to answer the research question; Integrate the information to the text selectively to maintain the flow of IDIAS, avoiding the plans and following a standard format for cita. In this literature, students will earn about their geographical registration, natural resources, communion organization, economy and creation systems. Using sheep in a jeep students will learn that EE says /and /. [SC2015] ES6 (6) 7: 7) Use models to build explanations of the biogeochical cycles of the earth (eg water, carbon, nitrogen) and the energy flow that drives these processes. [W.2.5] [Ela2015] (2) 36: 36) Demonstrates the command of capitalization convention, score and spelling in English standard English when writing. Visualize the standard standards (s): [SC2015] (5) 13: 13) Analyze data and represent with grants to reveal patterns of daily change in length and shadow direction, day and night, and the seasonal appearance of some stars in the nightclub (for example, shadows and the position and movement of the earth in relation to the sun, visibility of stars selected only in specific months). [SS2010] CIV (7) 6: 6) Explain the importance of youth, adult, civil and criminal laws within the United States judicial system. Students represent data in a grain and use measurement data measuring lengths using lace -up with halves and inch rooms. [RI.4.3] [SS2010] ALA (4) 4: 4) Relates the
relationship of the five geographical regions of Alabama with the movement of the alabama settlers during the nineteenth -grandson. [L.1.4] a. Subject: Science (9 - 12) Let's Tower of Terror: Creating a free description of autumn tour: In this Whether it's engineers who compete to create their own autumn tour "safe" and rude. [W.K.6] [ELA2015] (0) 30: 30) With guidance and adult support, remember information information from sources provided to answer a question. [MA2019] (0) 4: 4. Visualize the standard (s): [SC2015] (5) 17: 17) Design, testing, and reviewing solutions to clean a polluted environment (For example, simulate an ocean -length spill or flooding in a city and creating and creating and reviewing solutions to clean a polluted environment (For example, simulate an ocean -length spill or flooding in a city and creating and creating and reviewing solutions to clean a polluted environment (For example, simulate an ocean -length spill or flooding in a city and creating a city and creating and reviewing solutions to clean a polluted environment (For example, simulate an ocean -length spill or flooding in a city and creating a city a city and creating a city solution for contemplation and/or cleaning).\* Subject: Science (5) Title: clear! (Filtering from Water for Rescue) Description: Student engineers project and build a new system of filtering water for an overpowered community and affected by Poverty that is drinking in contaminated poolas, rivers or springs not treated by municipal water systems Students will be involved in planning, projecting, construction, collaboration, orion, dwarf and reflecting on a real world design challenge. This lesson was created as part of NASA STEM's Prarnetic Standard Project, a collaboration between the state of Alabama Department of Education and NASA Marshall space flight center. [RI.2.9] [Ela2015] (2) 17: 17) Describe how the reasons support specific points that the author makes in a text. This lion is the result of the Alex Resource gap project. Students create notification for parents for the recycling unit to help collect items to be recycled. Use modal assistants (for example, you can, you should) to transmit Varians condition View standards standards: [s): [SC2015] PS8 (8) 8: 8) Use Newton's first law to demonstrate and explain that an object is at rest or moves at a constant speed unless unless Be acted by an external forction (for example, car model at a remaining table at rest or moves at a constant speed unless unless Be acted by an external forction (for example, car model at a remaining table at rest to © push). [RI.4.9] (4) 25: 25) produces clear and coherent writing in which development is are appropriate for tasks, prophersy and pill. [SL.4.2] [ELA2015] (4) 35: 35) Report on a tonic or text, count a story or contain an experience in an organized way, using appropriate facts and relevant descriptive details to support the main ideas or themes; Speak clearly at an understandable rhythm. Students project a granted organizer showing the sequence and necessary steps to design a maggev train system, applying a scientific understanding of the forces between interaction. SUBJECT: Science (6 - 7) TIM: Clummy changes and the carbon cycle description: Students explore greenhouse gases, as they affect the carbon cycle and human role in clummy changes. Mencken, to characterize the dialogue, rhythm, description, reflex and vain plot lines, to develop experiences, events and/or characters. Determine the meaning of the new word formed when a well -known word (eg, happy/unhappy, containing/retired). Visualize the standard (s): [EL2015] (3) 27: 27) With adult orientation and support, use technology to produce and publish newsroom (using keyboard skills), well as to interact and collaborate with other people. Write Legilry in Cursive. [SC2015] LSC7 (7) 6: 6) Analyze and interpret data to provide evidence on how resource availability affects individual bodies, as well as organism populations within an ecosystem. At the end of the lion the students will draw a conclusion about William Weatherford and the with evidencies of the literature. [Ri.4.3] Subject: Social Studies (4), English English Arts (4) title: Lafayette's big tour describing: Students analyze a business document and read a secondary source about the great tour of the United States Lafayette in 1825. [W.4.3a] b. This interdisciplinary literature relates social studies, language arts and reading. Use a vampula to separate adjectives from coordinates (for example; it was a fascinating and pleasant movie, but no old green shirt [,]). Example: Create a digital presentation to convince school administrators to allow additional time for lunch. Examples: Rules of environmental protection agency, state and local environmental agencies. [Ps.1.2] [Ela2015] (1) 33: 33) Fault and answer questions about what a speaker says to collect additional information or clarify something that is not understood. Develop and use models to explain as specific images (for example, a diagram showing how a mother works) contributes and clarifies a text. Then, the teams compete to release the largest number of paper clips in the space (the ceiling). DESCRIPTION: This is an interdisciplinary lesson on shadows and light, where we track the movement of the sun in the CT. Students will be presented to the concept of space climate, including radiation and coronal mass ejections, watching a music video for the National Science Foundation. This unit was created as part of the interdisciplinary Alex Resource Development. [RI.1.8] [SS2010] LWT1 (1) 4: 4) Identify contributions from several significant figures that influenced the community and the local state in the past and present. Simply repeat the steps as students become the most experienced of the target. [W.3.1C] d. [HLS] PCT (9-12) 49: 49) Communicate professionally and properly through listening, speaking, reading and writing. practical investigation to see which materials allow light to pass. They work in small groups with imaging cards to create a grantee showing how plants turn carbon, water and light energy into carbohydrates and oxygen. [SL.4.1C] D. Visualize the standard (s): [S): [Ela2015] (4) 1: 1) See details and examples in a text by explaining what the text explicitly says and by extracting inferings of the text. Subject: MATHROTICS (6 - 7) TIM: AT © Where can you jump? [RL.9-10.1] Subject: Inglese Dowrencing Arts (9 - 10) Tit: Beyond Lot Summary Part 1: Crost and Written Thought on Plot Development, Original Ides and Influences on how events interact and shape the events Men, humor, tone and conflict. Visualize the standard standards (s): [SC2015] (1) 2: 2) Build explanations from observations that objects can be seen when light is available for illuminated by the sun, colors and patterns in a kaleidoscrian being illuminated when kept towards a light). The introduction is to begin with a bat music video. After creating different ramps, students record and report their discoveries in class. The perspectives of the same events seen by the Sponns and the Aztecs will be explored. View the patterns of the Standard (s): [Ela2015] (1) 38: 38) Demonstrate the command of the capitalization convention, scoring and standard spelling when writing. [Ela2015] (4) 19: 19) At the end of the year, read and understand informative texts, including historical/social studies, sciences and texts, in the 4-5 degree text complexity band, with proficiency , with scaffolding as needed at the high end of reach. Finally, students will use their model to As the earth's tectinic plates move over millions of years Students build a clear wool explanation, citing evidence of the article. This lesson presents the laws and is specifically concentrated in the development of a video as a model for students to demonstrate and explain Newton's first motion law. Visualize the standard (s): [SC2015] (3) 4: 4) Apply scientific identicals about it to solve a problem through an engineering design project (eg, building a lock To keep a door closed, creating a device to prevent two moving, such as a Maglev system). DESCRIPTION: Students will work together to design a magnetic system that can float from point. Subject: Science (7) TREATH: The intricacies of digestion describing: In this lesson, which emphasizes practical and based activities based, students create two models of the digestive system and determine the correct placement of the Digestive system. [L.5.1b] c. Finally, students are involved in the strategy of "raft" writing, assuming the role of a farmer convincing his employees to consider the positive or negative impacts of genetically modified food cultures. [L.1.1c] d. [Arts] Visa (4) 4: 4) When doing works of art, use and take care of materials such as opaque, translocates and transparent. Â ¢ â Â ¢ categorizing the purchases that Famãials do according to needs or desires ¢ â A ours explaining the concepts of economics and emphasis on the identifying differences between buyers and services in the vocabulary of associated with the Function of the Function Including exchange, comma, spend and save Subject: Social Studies (1) title: I want or need? Å ¢ â Å ¢ explaining the use of Instructions and pink BãºSolo. ¬ Å ¢ Using vocabulary associated with geographical characteristics, including river, lake, ocean, and mountain subject: social studies (1) title: Which direction should I go? Visualize the standard (s): [SC2015] (3) 4: 4) Apply scientific identicals about it to solve a problem through an engineering design project (eg, building a lock To maintain a closed door, creating a device to prevent two moving, such as a maggev system). Playing, but how can we use it to improve our lives? DESCRIPTION: The standards of science and literacy refers when students make a claim and provide evidencies to explain how the functions of cell structures are an environment strictly in the ciona . Students are presented to all
the elements of a short story and forget that they are learning to write an argumentative essay in their zeal to defend their opinion with evidence of the text. See the patterns: [Ela2015] (3) 4: 4) Determine the meaning of words and phrases as used in a text, distinguishing literal language. [Rf.1.3g] [Ela2015] (0) 20: 20) demonstrate understanding of the organization and basic resources of the impression [L.2.2E] Subject: MATHROTICS (2 - 4), English Wool Arts (2) title: Money Management Description: This experience of a mother educates students in the difference between Needs and desires, how to make resources to or gain a understanding of the functioning of a capitalist society. [W.6.7] [Ela2015] (6) 29: 29) Draw evidencies literary or informative texts to support support support support reflex and research. View the standard (s): [S): [Ela2015] (12) 31: 31) Evaluate the point of view of a speaker, reasoning and the use of evidence and retaining, evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning and the use of evidence and retaining, evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning and the use of evidence and retaining, evaluate the point of view of a speaker, reasoning and the use of evidence and retaining and the use of evidence and retaining evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning and the use of evidence and retaining evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning and the use of evidence and retaining, evaluate the point of view of a speaker, reasoning and the use of evidence and retaining evaluate the point of view of a speaker, reasoning and the use of evidence and retaining evaluate the point of view of a speaker, reasoning and the use of evidence and retaining evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning and the use of evidence and retaining evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning and the use of evidence and retaining evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning and the use of evidence and retaining evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning evaluating position, premises, links Between ideas, choice of words, points of a speaker, reasoning evaluating position, premises, links Between ideas, choice of words, Giddy Up Cinderella Description: Students read two western versions different from the Cinderella history. Students will be compelled to write by the conclusion of this lesson. This is a plan of standards ready for college and career. [MA2015] (5) 20: 20) Recognizes the volume as an attribute of good figures and understands concepts of volume as an attribute of good figures. measurement. Students will work in groups and research their designated land biome. Professor reads American sounds: the Lincoln Memorial of Terra Degezelle. Follow the rules for high school discussions, follow progress in direction to spectable objectives and define individual functions as needed. animal to determine how their characteristics can be influenced by their environment using digital or printed sources and make brief notes. Use books imagine this by Joyce Raymond or dinner at Michael's Michael's Michael's to a digital presentation of their biome using Haiku Deck. Put and answer the specific questions to clarify or track the information and make comments that contribute to discussion and links to other people's observations. [RL4.2] [ELA2015] (4) 8: 8) Compare and contrast the treatment of similar themes and shades (eg, opposition to good and evil) and event patterns (for example, the search ) in the stories, myths and traditional literature of different cultures. As a culminating activity on the second day, students will write a compliment to Europe by detailing their role as a jazz wool and how Afro -American. Mixture and segment uses and rhymes of a spoken syntaxic electrical presentation tool. Apply the reading patterns of grade 10 a £ o -Literary rate (for example, "outline and evaluate the argument and sufficient; identify false declarations and fallacious reasoning "). [L.1.5b] c. [W.4.3] a. [RL.9-10.3] [Ela2015] (10) 3 3) Analyze how complex characters (for example, those with Mother or Conflicting motivations) develops. In this literature, students exploit themselves to determine their forction, polarity and how they attract and repel themselves. Specifically students research the "ingredients" of eco -manned growth - human capital, fancake, work productivity, technology, infrastructure, natural resources, political stability, etc. In addition to solving a particular variable. [SL.4.4] [Ela2015] (4) 12: 12) Explain events, procedures, ideas or concepts in a historical, scientific or tonnic text, including what happened and why, based on information specific in the text. [L.2.1e] f. [RI.3.6] [Ela2015] (3) 29: 29) Recovery Information of Capitalization of Capitaliza convention, score and spelling in English standard English when writing. [RI.3.8] Subject: Arts of the English Wool (2 - 3) Tit: Funny Sequence Description: After a discussion and work on sequence, students apply this knowledge of comics of sequence Description: After a discussion and work on the discussion and discussion and work on the activities desired. Students read two articles to identify information about hernando de Soto and their journey through Alabama. Summarize data on venn, pictograms and grain diagrams, rod grade and leaves and cash grades. Visualize the patterns of the Standard (s): [lit2010] His (6-8) 2: 2) Determine the central or secondary source or central information; Provides a precise summary of the distinct source of previous knowledge or opinions. These class plans also create cooperation skills and communication for students. (Alabama) b. [W.4.2E] [Ela2015] (4) 35: 35) Report on a t. Tópic or text, count a story or recove an experience in an organized way, using appropriate facts and relevant descriptive details to support the maps of the present [SS2010] wing (4) 2: 2) relate reasons for exploitation and europ European explorers in the Company, Saãode and land expansion in Alabama. Students learn about a variety of external penguin structures and explore for the types of writing are defined in standards 19-21 above.) [W.11-12.4] [Ela2015] (11) 28: 28) Routinely write on prolonged deadlines, including time for research, reflection and review and shorter deadlines, such as a session or a day or two for a variety of tasks, proportion and audiences. [SL.11-12.1D] [EL2015] (12) 25: 25) Conduct short and more sustained research projects to answer a question, including a self-generated or solve a problem; restrict or expand the rite when appropriate; Sintetize Mother Line On the subject, demonstrating understanding of the subject under investigation. Subject: Science (9 - 12) Tit: The State of Alabama Needing Description: The lion is involving students with a video of a natural way in the Alabama called Neversink Pit. Examples: Autumn line of geographical characteristics, Cumberland gap, expansion to the west in the United States, climatic conditions in Valley Forge and the result of American revolution, role of ocean currents Nicas and winds during exploitation by Christopher Columbus Environmental Issues - Limits disputes, boundary disputes, ownership of ocean resources, revitalization of the city center: Digital Literacy and Computer Science (7) Title: Our world is as a description of the arc -āris: Americans continue to adapt to different groups are tenic and cultural that move to their communities. [MA2019] (2) 17: 17. [SL.7.1C] D. [Ps.6.1] a. [DLIT] (3) 1: R1) Identify, demonstrate and apply safe use of digital devices [W.11-12.2b] c. [SC2015] (4) 9: 9) Examine evidence to support an argument that the internal and external structures of plants (eg thorns, leaves, stems, grinds, colorful paddles, xylem, floema) and animals (by Example, heart, maid, maid, pulmonary, rebro, skin) work to support survival, growth, behavior and reproduction. [L.2.1b] c. [RL.7.7] Subject: Inglese Wool Artes (7) Title: Writing for catharsis: How do we survive? Break a brief discussion in a whole group on gravity, students will work in small groups to explain why international spatial estate does not fall to Earth. that describe the character that displays these features throughout the book. We have H2O!: Nano filtering description: practical activities to discuss their ideas with a partner, and the teacher will go The essential question of the lionte:  $\hat{a} \notin \infty$  The animal's locks can be influenced by the environment? -Related Failure is the fox of the a a cost of the a a cost of the proof of shakes description: The purpose of shakes description: The purpose of shakes description about the locks and the habitat of FOX in a grain organizer I am t-xt. Subject: Science (3), mathematical (3) title: the 4th pig small-projecting a roof of the proof of shakes description: The purpose of shakes description about the locks and the habitat of FOX in a grain organizer I am t-xt. this lesson is that students use their knowledge of Purchases for projecting and building a ceiling of the Piggy Sue, the cousin of TRANCES Pigs. Come to prepared discussions, having read and researched material under study; Explicitly recover to this preparation, referring to evidence of texts and other research on the typical or question to stimulate an attentive and well-grounded exchange of ideas. Choose the score for the purpose.\*
[L.4.3b] c. Â ¢ â Â ¢ defining the importance of vital signs and demonstrating skills - arterial pressure; laboratory temperature, demonstrating skills for measuring height and recognizing the importance of evaluating height and weight examples: Laboratory Skills - Patient Weight outpatients, floor scale, wheelchair scale, bus scale busy ¢ â â Â ¢ identifying steps to maintain and take care of the resident environment laboratory skills - bedding, bed CLOSED, BED - Recognizing abnormal changes in elderly body functions and demonstrating steps to report discoveries in the definition of stages in death and identification steps Associated with taking care of the dying resident [HLS] PCT (9-12) 5: 5) Monitor and Registrr and signs and patient assessment using all manual and electrical. Alexandria Bufford-Pusskegee Bufford-Pusskegee helped with the wording experiment and test. [MA2019] (4) 27: 27. Subject: Science (6) Tit: It's getting hot here! DESCRIPTION: In this interdisciplinary lesson on heating atmosphere, students investigate the transfers of heat: radiation, conduct and convention. This literature results from a collaboration between the Department of Education of the State of Alabama. s): [SC2015] (5) 17: 17) Design, testing and reviewing solutions for a process to clean a polluted environment (for example, simulate an ocean -length spill or flood In a city and create a solution for contemption and /or cleaning).\* Subject: Science (5) TREATH: filtered or not filtered, this is the question! DESCRIPTION: Students collaborate, project, and build a device that filters the contaminated water. This lion was created as part of NASA STEM PATHERS PROJECT 2016, a collaborate, project, and build a device that filters the contaminated water. [SC2015] LSC7 (7) 11: 11) Analyze and interpret data to predict how environmental conditions (eg, climate, nutrient availability, location) and gene factors (for example, breeding Selective cattle or crops) influence organism growth (eg decreasing plant growth, proper nutrient supply to maintain normal plant growth, seed seeds growing at different rates on different climan conditions Tics, fish growing larger in large lagoons than in small lagoons). View Standard Patterns (s): [EL2015] (2) 28: 28) Recover information information information from sources provided to answer a question. [RL.8.3] Subject: Arts of the English (8) title: guilty or innocent?: A case for careful reading description: students are attracted to a cluestile story of guilt or innocence to discover the western city, Montana, house of al, a young man who starts I doubt the innocence of his mentor and father figure. Visualize the patterns of the Standard (s): [EL2015] (9) 4: 4) Determine the meaning of words and phrases as used in the text, including figurative. and connotative meanings; Analyze the cumulative impact of specific word choices on meaning and tone (for example, how the language evokes a sense of time and place; as it defines a formal or informal tone). [RI.4.10] Subject: Arts of the English Wool (4) Title: Using a Almanac Description: Students will work in groups to learn the adequate uses of anac and how to find information efficiently and effective. This literary, ¢ Ady Ady ¢ "Gove! A ,A a € A © day 1 of a rine of literaries that can be moved and demonstrate how movement puts objects moving. [SC2015] Phys (9-12) 2: 2) Identify external forces on a system and apply Newton laws graphically using models such as free body diagrams to explain how the movement of an object is affected, ranging from simple the complex, and including circular movement. Students select an adaptation for this animal authow it works to help the animal survive, and including circular movement. grow, behave or reproduce. Students create a venn diagram that will allow them to see the similarities and differences in the two designated records. His Marquã and his entourage traveled Lower Alabama for a few days in April. Students should use mathematical skills, such as conversations of divisive, rounding, and mother system. [SC2015] (1) 8: 8) Observe, describe, and predicts sunshine, moon and stars when they appear in the C © u (for example, sun and moon seem to climb on a part of the C © u, and Sep; stars of our sun being visible at night, but not during the Use the four operations to solve word problems in a step step masses or volumes given in the same mother units. [Ps.9-10.1] a. Students projecting and engineering a solar oven using a pizza box. Subject: Matenatics (6 - 7) Title: What great should be? They identify characteristics of the functions (individual functions) and will be introduced into the horizontal line test. Students Explore the effects of the Force, Speed, Movement, and Severity on the Creation of a Roller Relief for a Mother. View the standard (s): [SS2010] GHS (3) 3: 3) Describe ways in which the environment is affected by human beings in Alabama and the world. Visualize the standard (s): [SS2010] GHS (3) 3: 3) Describe ways in which the environment is affected by human beings in Alabama and the world. information on polacco, categorize information and record in a granted organizer (conceitual map). [W.11-12.2e] f. Then the students will write their own poems, reflecting these themes through the Storyjuper website. Examples: Paper weaving, drawing and resistant painting. Distinguishing shades of meaning between verbs that describe the same general action (for example, walk, marion, support, prom), acting on meanings. This lesson has been modified from the nasa rine â € œInvestigating the clummy system. [L.4.1C] d. SUBJECT: Science (3) TIM: IMAGINARY SPICE BIOME ACTIVITY DESCRIPTION: This lesson should be used as a culminating project after students learned about different biomes. (Expectations of expense of degree for the types of writing are defined in standards 19-21 above.) [W.11-12.4] [Ela2015] (11) 23: 23) Develop and strengthen writing as necessary to Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific. Finally, they research seasonal temperatures mothers for another city in the US and compare the data with His own city, in order to determine which city would be the best fan place at a given date. Later Lying, students will be evaluated with an on -line test in Quizziz. This literature was created as part of a collaboration between Alabama Technology in Motion and Alex. [W.5.6] [Ela2015] (5) 35: 35) Report on a typical or text or presenting an opinion, sequenced logically and using appropriate facts and relevant descriptive details to support the main ideas or themes; Speak clearly at an understandable rhythm. the class. (Expectations of expense of degree for the types of writing are defined in patterns 20-22 above.) [W.7.4] Subject: English Wool Arts (6-8) Title: You see what do I see? Students will use a grant organizer of cause and effect to identify cause and effect relationships within the informative text. SUBJECT: SOCIAL STUDIES (3-5) TIME: PINHEIRO IS Alabama River Description: Students read a description of the pine barrens by Basil Hall and analyze the text using strategy 3-2-1. [L.7.1] a. People move to different people by reasons such as religion, climate, employment, economy and a better way of life. Visualize the standard (s): [S): [Ela2015] (4) 23: 23) Write informative or explanatory texts to examine a tonic and transmit ideas and information clearly. Present a typical or text clearly, indicate an opinion and create an opinion and create an organizational structure in which the ideas are logically grouped to support the writer's goal. Visualize the standards (s): [SC2015] (0) 6: 6) Identify and plan possible solutions (eg, reduction, reuse, recycling) to reduce human impact in the local environment.\* [Ela2015] (0) 25: 25) Use a design combination, dictation and written to compose information On the Write a letter or cards for most sounds of consonants and short vowels (phonemes). (phonemes). William Weatherford was Creek's Wool During the 1813-1814 Creek War. [L.1.1] a. Subject: Digital Literacy and Computer Science (6), Science (6) Tit: Master in Disaster preparation guide to share with the community to reduce the impact of a natural disaster that uses iPad creativity apps. View standards (s): [s): [SC2015] (4) 13: 13) Plan and conduct investigations to examine soil and soil types (eg color, texture, retaining capacity water, ability to support plant growth). [Ela2015] (1) 7: 7) Use illustrations and details in a story to describe your characters, definition or events. Examples: Building houses in stilts in prone to flooding, purchase of earthquakes and flooding, providing harsh or torn, establishing emergency? Produce and expand complete and declarative, interrogative, imperative and excla -exclary sentences in response to instructions. This project could serve as a culminating activity for the gene and the characteristics. Students will be presented to the definition of a radian and discover the number of radians in a scour, as well as the measures of the special ones in the measure of radians. [SC2015] ESS (9-12) 15: 15) Obtain, evaluate and communicate information, precipitation, winds, ocean currents, barooman pressure, wind speed) by the transfer of energy inside and between the atmosphere, the lithosphere, the biosphere and the hydrosphere. Solve problems involving geomen geomã © trica scale including the real length and length of a scale design and reproduction of a design scale on a different scale. [SC2015] PSC (9-12) 8: 8) Apply Newton's laws to predict the movement resulting from a system, building award diagrams that identify the external forms acting on the system, including friction (for example, a book in a table, an object being pushed by the Chã £ o, an accelerated car). View the standard (s): [SC2015] (4) 9: 9) Examine evidence to support an argument that internal and external plant structures (eg
thorns, leaves, stems, bumps, paddle Colorful, xylem, floema) and animals (for example, heartbreaking, mago, pulmonary, rebro, skin) work to support survival, growth, behavior and reproduction. [MA2019] (0) 15: 15. Through photos of photos, students identify common wool in the multidion. After investigating the amount of waste they produce as an individual, Famãlia, class, school, community and society, students investigate how items break down in a landfill and develop arguments to support a solution to the problem. Solve word problems by adding and subtracting in a d<sup>3</sup>lar, using the \$ and ¢ properly (not including decimal notes). [W.3.1d] [MA2019] (3) 17: 17. Visualize the standard (s): [MA2015] DM1 (9-12) 4: 4) convert between base ten and other bases. [W.11-12.3c] d. Then students engage in an experiment to demonstrate fat effectiveness as an insulating against cold temperatures that penguins usually experience. Subject: Science (9 - 12) title: Portfance of bodily tissues Virtual Laboratory Description: Students completing a virtual laboratory on human body tissues. This laboratory can be found going to the virtual laboratory, students will work together to create a timeline based on American sounds: The Lincoln Memorial by Terra Terra [RL.7.6] [Ela2015] (7) 12: 12) Analyze the interactions between individuals, events and ideas in a text (for example, how the ideas influence individuals or events). A ¢ â A ¢ recognizing the founding parents of our Paãs, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock and James Madison ¢ â Â ¢ History figures, including Abigail Adams, Dolley Madison, Hartietman and Harriet Beecher Stowe - describing the meaning of national holidays, including Martin Luther King's birthday, Jr.; Presidents Day; July 4; Veterans Day; and the day of grain action. WASHINGTON, Lincoln Memorial Subject: Digital Literacy and Computer Science (2), Social Studies (Social Studies (2) Title: Sonmbols around us Description: This focus on American sounds. Use the relationship between specific words (eq. Sinã 'Iname/Antonnimo, analogy) to better understand each of the words. Students enter a ball towards themselves and describe the difference in push and ball. Students discuss Basil Hall's life and work, including their travels and daily in the north. This is an interactive "student -centered" duty that uses technology, manipulative and practical activities to provide exceptional resources for teachers and a Learning Experience for Students with Various Learning Experience for Student -centered" duty that uses technology, manipulative and practical activities to provide exceptional resources for teachers and a Learning Experience for Students with Various Learning Exp on Earth and determine whether it is a healthy or a wool (eg, glaciers such as searched forms of water; oceans, lakes, reconstruct the past, including documents and photographs on dam projects. Students acquire the necessary skills for research, locating credible and original sources, determining whether the sources are privileged or secondary. Students acquire the necessary skills for research, locating credible and original sources, determining whether the sources are privileged or secondary. (5) 36: 36) Include multimadia components (for example, grain, sound) and visual display in presentation when appropriate to improve the development of IDAs or main themes. Present the tapic or text they are writing on, declare an opinion and create an opinion and Apical Radial Ficit, breaths, pulse oximetry and weight (in pâ ©, wheelchair or bed scales) Subject: Saãode science (9 - 12) Title: Measurement of the Nurse Assistant Training Course or patient assistant to the patient. SUBJECT: Science (9 - 12) TIM: QUEMICAL REACTIONS DESCRIPTION: This literature is part of the Nurse Assistant Training Course or patient assistant to the patient. lesson was designed to complement the instrument of types of reactions and equilibrium equals. Provides a conclusion to follow from the narrated experiences or events. Visualize the standards (s): [dlit] (2) 19: 13) Create a search-based product using online digital tools. Students will use ball and bastard models to examine and identify the forms of molty vans. [LIT2010] WRI (9-10) 4: 4) Produce and coherent writing in which development, organizational organizational organizational organizations and style are suitable for tasks, proportion and bullies. [Ps.7.1] a. Subject: Science (9 - 12), literacy patterns (6-12) (9 - 10) Tit: The Big Bang Theory: a description of evidence -based argument: The students will research the Big Bang theory and the main trees of scientific evidence that apart this theory. SUBJECT: Science (7) TIM: OSMOSIS AND DIFFERENCE DESCRIPTION: This lesson plan includes vain practical activities based on questions, exploring the concepts of osmosis and diffusion. Woodson, in the progressive era, evaluating the meaning of the Public Education Movement started by Horace Mann ¢ â Â ¢ comparing the presidential leadership of Theodore Roosevelt, William Howard Taft and Woodrow Wilson, The approval of measures on the trust of confidence, the law of Hepburn, the pure law of food and drugs, the federal commission of Commance, the Federal Reserve Law and the Subject of Conservation: Social Studies (6 - 11) Tit: W.E.B. DUBOIS, BOKER T. [RF.1.3b] c. The main document that will be used is a letter to a father of a student at the University of Alabama, written on 2 of Marã ° 1917, exactly a mother before the United States declare war on Germany. [Arts] Visaa (9-12) 2: 2) Fault informed choices using a variety of materials, all and all traditional and/or contemporary artist processes to plan works of art and design. [W.5.7] [Ela2015] (5) 16: 16) Remove the information from Varária or Digital Sources of print, demonstrating the ability to find an answer to a question quickly or solve a problem with efficiency. Use accurate language, specific vocabulary of domain and techniques such as metabra, healthy and analogy to manage the complexity of the t.potian. Â ¢ â Â ¢ describing types of migrations that affect the environment, the economic development and population changes in Alabama: Science (4), (4), Studies (4) title: A study of the fancies of Alabama description: In this lion, students learn the characteristics of the five geographical regions of Alabama researching the regions using maps, internet and books . [SL.2.1C] [Ela2015] (2) 34: 34) Produces complete phrases when appropriate to task and situation to provide requested details or clarifications. [RL.1.3] [Ela2015] (1) 19: 19) With request and support, read appropriately complex informative texts for grade 1. [DLIT] (5) 23: 17) Publish organized information in ways different to make it more or relevant. Visualize the standards (s): [SC2015] PS8 (8) 4: 4) Design and conduct an experiment to determine changes in the movement of particle, temperature and state of a pure substance when the energy t RMIC is added or removed from a system. B. Regularly decode the words of a healthy. It provides a declaration or end section that follows and the information or end section that follows and the information or end section that follows and the information or explanations or the meaning of the tonic). As the teacher describes the process, students will create a scientifically accurate drawing of a plant involved in photosynthesis. [SC2015] (3) 14: 14) vest information information of a variety of sources to describe climates in different records of the world. Visualize the standard (s): [MA2015] AL2 (9-12) 5: 5) (+) Extend the polynomial identities to complex numbers. They use books, the Alabama Virtual Library and the Internet for reference. Tell, pronounce, mix and segments sound in spoken words. View the standard (s): [SC2015] Phys (9-12) 12: 12) Use the principles of OHM and Kirchhoff law to design, build and analyze combination circuits using components using components (For example ,,, Example ,,, Example ,,, capacitors, diodes, sources of power). [L.1.5d] Subject: arts of the English (k - 1), digital literacy and computing science (k - 1) title: word to day description: word by Day allows students to develop a word bank that are significant for them. Students will use the rulers marked with halves and inch rooms to measure lengths and build a scale model of their own dam, which they can later build in science. Description: This lesson will familiarize students with author Patricia Polacco. Students create an outline of the solar system to show their current understanding of the relative sizes and distances of objects in our solar system. Â ¢ â â Â ¢ identifying people and events of modern examples of civil rights movement: people - Martin Luther King Jr.; Rosa Parks; Fred Shuttletlesworth; John Lewis (Alabama) Events-Brown versus Board of Education, Montgomery's boycott, student protests, freedom rides, Selma's vote for Montgomery Marcha, Poching Assassinations (Alabama) The role of change of women in the United Society of States and how this affected the examples of the family unit: women in the workplace, Latchkey children - recognizing the impact of musicals and artists on the United States culture since Examples of World War II: GãªNear Protest Calls; Motown artists, rock and roll, rap, folk and country music - Elvis Presley, the Beatles, Bob Dylan, Aretha Franklin, Hank Williams (Alabama) - identifying the impact of Mom, including newspapers, AM and FM Radio, Television £ The, twenty -four hours of sports and notion, radio and social networks of the Internet, in the

United States culture since World War [LIT 2010] His (6-8) 7: 7) Integrate visual information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, in grades, granifications, photographs, vade or maps) with other printed information (for example, grades, approach, focusing on addressing what is more significant for a goal and specific pill. Subject: Science (7), literacy patterns (6-12) (6 - 8) Tit: Supernatural seeds: What are the positive and negative impacts of genetically modified organisms? [SC2015] (5) 7: 7) Design and conduct a test to modify the speed of a falling object due to gravity (for example, building a pans to prevent an attached object from breaking).\* Subject: Science (3 - 5) title: Mother's Coaster Description: This lesson is adapted from a literary entitled "Marble Run", from the Guide to Education of the movement of the key plate using a hot plate and water to produce squads or convention currents and greens to color food to make food visible currents. Students also a mass map of salt, representing the terrestrial regions of Alabama. View the patterns (s) (s) standard (s): [SC2015] (5) 6: 6) Build an explanation from evidence to illustrate that the gravitational force exerted by Earth in objects © © @ directed downward towards the center of the earth. Thus, / CVC / © a word with three phonemes, regardless of the number of letters in the spelling of the word.) [RF.K.2D] e. [SC2015] PS8 (8) 10: 10) Use Newton's third law to project a model to demonstrate and explain the resulting movement of two objects in collision (for example, two cars bumping into each other, a hammer reaching one nail).\* Subject: Science (8) TREATH: Touchdown Challenge: A Scientific Mission Fans to Mars Description: This is a cooperative learning activity and where students are using items purchased from a supermarket to design a device and build a shock absorption system from outside paper, straws and miniature marshmallows that Two astronauts by landing on Mars. [L.1.1] Subject: Arts of the English Wool (1), Digital Literacy and Computer Science (1) Tit: Knowing their description: Students will make a treasure in school to know The many types of people who buy a community of elementary school. [L.1.2E] Subject: MATHROTICS (2), Inglea Wide Arts (1) Title: Pat Brisson's Benny's Pennies Description: Students hear the book Benny's Pennies and demonstrate their ability to tell CENTS, Understand the proper sequence and rewrite a story. Follow the agreed rules for discussions and execute attributed functions. [SL.2.1A] B. See the standard standards of standard (s): [SS2010] USS6 (6) 9: 9) Critics great social and cultural changes in the United States since World War II. Students will write down a biography of James Reese Europe and analyze two photographs of the Reese orchestra led by all the Franãa. [RF.1.2D] [Ela2015] (1) 22: 22) Know and apply the skills of dwellings and words of words in the novel of SA © rie in words of decoding. [Ps.6.1a] b. Subject: Science (K), Arts Education (K) Tit: Animal changes: How do animals change their habitats? Students conclude an activity of pre-appreciation and prohibition before the simulation experience. the entire earth and should be treated responsibly to maintain biodiversity in ecosystems. [SC2015] PSC (9-12) 7: 7) Analyze and interpret data for one-dimensional movement that applies basic distance concepts, displacement, speed, speed and acceleration (eg speed versus grass Time, displacement versus grain time). , View standard standard standard standard (s): [SC2015] (2) 9: 9) Create models to identify characteristic of the land Example, mountains, valleys, plains, deserts, lakes, rivers, oceans). Bidgood, describing the city in Tuscaloosa Falls. TREATH: Super swingers description: Students build and test pipes with varied weights, string types, release positions and lengths. Use singular and plural nouns with corresponding verbs in basic phrases (for example, it jumps; we jump). Students will write independently a comparison paragraph and contrast on two geographical resources. Students compare and contrast two artifacts looking for tracks of the past. [W.K.2] [Ela2015] (0) 28: 28) With adult orientation and support, explore a variety of digital tools to produce and publish newsroom, including collaboration with colleagues. Pose and answer the specific questions with elaboration and details, making comments that contribute to the T.P. text or emission in discussion. Student teams receive ideas to build rockets. Walker [Ela2015] (4) 10: 10) See details and examples in a text by explaining what the text explicitly says and by extracting inferings from the text. [RI.2.8] Subject: English Wool Arts (2), Science (2) Tit: LiCo £ 1 If we perform the zolygic: How do animals affect our environment? [W.6.2E] f. [RI.2.1] [ELA2015] (2) 11: 11) Identify the main top of a multi -section text, as well as the focus of specific paragraphs in the text. [LIT2010] WRI (9-10) 7: 7) Conduct short and more sustained research projects to answer a question (including a self-generated question) or solve a problem; restrict or expand the rite when appropriate; Sintetizes several sources on the subject, demonstrating understanding of the subject under investigation. [Arts] The visa (7) 4: 4) demonstrates responsibility for themselves and others when posting and sharing image and other materials Internet, Social Mother and other communication formats. The teacher will present the tâpic fanfable fuel, which is renewable resources, such as carvation, petram and natural. After establishing the difference between them, students will play a game in which they change vain factors and evaluate the effects of their changes in the environment. The focus and results of this lesson to meet the standard of social studies (SS2010 (6)), allowing students to describe civilian paps during World War I and recognize military bases in Alabama. Visualize the standard standards (s): [dlit] (2) 5: R5) Locate and select digital sources information to answer search questions. Students observe the climate every day for a week and register their observations in a grantee. Visualize the standard standards (s): [Arts] Visa (6) 3: 3) Develop new ideas through open experiments, using material van, all and approaches in the creation of works of art. Students enjoy creating best friends, uploading photos, and creating unnatage posts in a text. [SC2015] LSC7 (7) 9: 9) gets involved in arguments to defend the effectiveness of a design solution that maintains biodiversity and ecosystem services (for example, using considerations scientific, econamic and social on water purification, nutrient recycling, soil erosion prevention). [A-CED4] Example: Reorganize Ohm V = IR Law to highlight resistance R. [SC2015] (5) 14: 14) Use a model to represent as two systems, specifically the atmosphere, the biosphere, the biosphere, the biosphere, the biosphere, the geosphere and /or/or hydrosphere, the biosphere, the biosphere, the biosphere and /or/or hydrosphere. local environment. Students start by separating different plants in their respective biomes based on their characteristics. Â ¢ â Â ¢ describing great ideas, concepts and limits of the constitution of the United States including duties and powers of the transitions of the government - identifying faces in favor and opposite the ratification United States Constitution Example: Federalist and Anti-Federalist Facions-Identifying the main principles in the declaration of rights-raising the election of the president on a reciprocated subject: social studies (5) title: Learning about government description: This lesson was designed to inform students about the organization of the Government of our noise. [Arts] Visaa (9-12) 3: 3) Explore and create works of art and/or design that demonstrates greater skill and skill with Varia Arthistical Mother to explore a theme, ideas or concept. [SL.3.1A] B. Say and write time for the hours and a half hour using anal's and digital relief. [Ps.1.5] [Ela2015] (1) 36: 36) produces complete phrases when appropriate to task and situation. Visualize the effects of sunlight.\* Subject: Science (K) Tit: Made in the shadow description: Students discuss the effects of sunlight. [L.1.6] [Ela2015] (2) 38: 38) Determine or clarify the meaning of unknown and unlipped words and phrases, based on reading and containing grade 2, choosing flexibility of a variety of
strategies. View the patterns of the ¢ ¢ ¢ ¢ Ånd (s): [S): 3) (3) 6: 6) Distinguish your own point of view from DO DO DO or those of the characters. Visualize the standard standards (s): [SC2015] Biol (9-12) 11: 11) Analyze and interpret the data collected from the probability track to explain the variation of expressed characteristics within a population £ o. SUBJECT: Science (9-12) TREATH: Å ° Elementary: 3D models of the elements of the modern perion table description: Students build three-dimensional representations of each known element of the cereal size boxes using cereal boxes as your means. Visualize the standards (s): [dlit] (5) 23: 17) Publish organized information in different ways to make them more or relevant. The timeline will include dates and descriptions of people, places and events in informative summaries, in addition to appropriate illustrations. [W.9-10.9] a. [SS2010] GEOG (7) 7: 7) Classifies spatial settlement patterns in difference in the appearances of the world, including types and sizes of settlement patterns. [W.5.3a] b. This lion is the result of the Alex Resource gap project. In this literature, students use lanterns to build a model of the difference in the appearances of the stars due to their distance from the earth. [RI.6.7] [Ela2015] (6) 31: 31) Effectively engages in a collaborative discussion (individually, in groups and led by teachers) with various partners in tappic, texts and problems of San © Rie 6, building the ideas of other people and expressing their own practices. They become familiar with the quadrants using the references of reference (âference, â, - âferences x. [MA2019] (3) 19: 19. Students Determine which shelter they consider more efficient in a "slip slip" response. This unit was created as part of the interdisciplinary Alex Resource Development. §Ando in a shake, a ball rolling forward and for the slob, Children oscillating in a seesaw, a model vehicle rolling a ramp of varied heights, a bumping bump) can be used to predict the future movement of an object. Students engage in arguments to defend the effectiveness of a design solution in a proposed mother to discard waste in your school and community. of Alabama and the Asta. After climbing the dictates and distances, students create the scale model. Apons an introduction to hyperesclanted, students are encouraged to work at their own rhythm, but hyperesclanted, students are encouraged to work at their own rhythm. of the experiment make the transactions to a discussion about photosynthesis and the organelles within the Cã © Lula where it occurs. This lesson explores the capture and transformation of the luminous energy during photosynthesis. weight of its component parts and representing these information to show that the weight of matters is conserved during the changes of fanic and quantic. Students research the natural causes and effects made by man in the form of poarry in Alabama. DESCRIPTION: In this literature, which has been adapted from gravity and falling objects, students will happen when different objects are discarded at the same time from the same height and then test their predictions. Subject: English Wool Arts (5), Science (5) Title: Is the sun the biggest star? [L.1.5c] d. [L.K.5] a. This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. [SL.K.1B] Subject: Science (K), Inglese Wool Arts (K) Tit: Habitats Animal In this literature, students research a variety of animals, plants and habitats of Alabama. Finally, students will conclude a slide of leaving, which will serve as a summative assessment for the objectives of the lion. This literature results from a collaboration between the Department of Education of the State of Alabama and Asta. This lion is the result of the Alex Resource gap project. Mutations involve a fanatic change in the genius material that results in the abnormal coding of protein sequences. Examples: Polytic Military Rule, Freedmen Department President, Alabama Readmission for Eco -Man Union - Sharecropping, Locating of protein sequences. Agriculture, Markets and Money Scarcity - Interpreting the Third, Dã © Fifth and Fifth Sample for the constitution of the United States. POLICHS IN ALABAMA During the subject of reconstruction: Social Studies (4) Title: A Afro - American represents Alabama during the description of the reconstruction: This lesson involves students In research on an Afro -American prominent and its role in controversy during reconstruction in Alabama. [W.4.1] a. (States of Mattalm Data Collection) Description: This lesson allows students to use the properties and characteristics of sudors, wool and gases to determine how different variesable ones <Affect the states of matters. Observe and record data. Marshall Space Flight Center. [SC2015] Biol (9-12) 13: 13) Obtain, evaluate and communicate information to explain how the organisms are classified by binomial nomenclature (for example, taxonnomic classification, dichotamic keys). Use the combined knowledge of all correspondations, patterns of syllabications and morphology (for example, stuffs and affixos) to read multiseyl words with needed need not familiar in context. (See the degree patterns 11 35 and 37 for specific expectations.) [SL.11-12.6] Subject: Inglese Wool Arts (11) Title: Jump in Sun! Let's become zoraheads! Description Students learn about Zora Neale Hurston as the beginning of a unity in her eyes was watching God. Visualize the standard standards (s): [SC2015] (4) 12: 12) Build explanations citing evidencies found in rocky and fancies in the rock layers that the earth changes over time S slow and rapid processes (for example., Rock layers containing shell -like who appear above the rock layers containing vegetables and no shell indicating a land change to water over time, one Canyon with different layers of rock on the walls and a river in the background indicating that, over time, a river cut through the shake). They work in small groups and use digital cars to take pictures of the workers they find. In this development of the moral, the structure of a being and its constituents will be demonstrated with the help of the activities of visualization and 3D practical. [RF.K.2] a. They group the arrests based on similar characteristics and divide in domains, kingdoms, philos, classes, orders, fatronas, gähers, and spirit. DESCRIPTION: In this literature, students will conduct an experiment to compare similarities and differences with the erosion of wind and water. The expansions can come from the websites, as many of them come into more detail about the concepts. [Ri.4.1] [Ela2015] 12: 12) Explain events, procedures, ideas or concepts in a historical, scientific or technician text, including what happened and why, based on specific information in the text. View the standard standard (s): [SC2015] (3) 12: 12) Evaluate engineering solutions for a problem created by environmental changes and density of plant population and density and Animals living in the environmental changes and any impacts resulting from the types and density of plant population an due to the destruction of hurricanes, creating restrictions on the development of fans to reduce displacement and loss of native animal population). It will be exposed to a solution projected for the current question of excessive growth of algae that is inhibiting the Sahan of the Staghorn and Elkhorn Choir population. Example: directly compare the heights of two children and describe a child as "higher" or "shorter". [MA2019] (0) 15: 15. [W.5.2C] d. [W.3.3] a. Examples: History, History Letters, Interviews with Ancients, Photographs, Maps, Artifacts [SS2010] LWT2 (2) 4: 4) Use vocabulary to describe time segments, including year, each, score O and SÅ © Culo. Throughout the course of a period of two weeks, the students will observe and sketch detailed from the actual growth of the bean and predict growth patterns in the weekend periods. View the standard (s): [SC2015] (3) 5: 5) Get and combine information to describe that organisms are classified as living beings, instead of things not not what They live, based on their ability to obtain and use resources, grow, reproduce and maintain internal conditions stating, as they live in a constant external environment. View the standards: [s]: [SC2015] (4) 6: 6) Develop a wave model to describe patterns in terms of wave range and length, and that waves can cause objects to move. The teacher will build a solar oven for students to observe. [A.1.B., A.1.C., A.1.C., A.1.C., A.1.E., A.1.C., A.1.E., A.1.G., A.1.I., A.1.K.] Å ¢ â Å ¢ describing the participation of Alabama in World War II, including the role of Tuskegee airmen, the field of Aliceville Prisoner of War (Pow), growth of the Port of Mobile, produces Birmingham Steel and Establishment of Military Bases (Alabama) Subject: English Wool Arts (11), title of Social Students and participation of students and participation of students and participating University and Teaching Students will examine and evaluate the support and involvement of college students and participating (5) 39: 39) Demonstrates the command of capitalization convention, score and standard spelling when writing. View the standard standard (s): [Ela2015 ] (2) 10: 10) Fault and answer questions like who, what, where, when, why and how to demonstrate nstimal details -chau in a text. Subject: Science (6) Tit: How could continents move? This law of conserving the challenges of the mass of elementary school students about the matters, because many children may think that the matters is created or destroyed in a quantum reactions. Fifth teachers are also able to use this literature to examine and compare the pre-sums and their proportion. and History Department. They also recognize that all food chains begin with sun energy. Visualize the standard standards (s): [SC2015] (5) 1: 1) Plan and perform investigations (for example,
adding air to expand a basketball, compressing air into a syringe, dissolving aã. Water, evaporating salty water) provides evidence that the It is made of small particles to be seen. Of a vamgula before a coordination in a compound sentence. They discuss the requirements for becoming president and a "virtual turning" of the White House. [W.4.3d] e. Using Venn, Pictograms and Great "Sim-Na" diagrams, analyze data to predict a result. to design and build their roofs. DESCRIPTION: Students will obtain a good understanding of the history of expressionism and its color use and painting application that demonstrates the transfers of power in a closed system (for example, using heat capabilities of two components). of different temperatures). c. Visualize the standard standards (s): [SC2015] Chem (9-12) 7: 7) Plan and conduct investigations to explain the behavior of the ideal gases in terms of pressure, volume, temperature and part of parts. . Students explain how vibration is used to create sound and sound waves. Example: Rewrite x2 + 4 as (x + 2i) (x - 2i). They observe how a lucido work works and discusses whether the use of a lucido track is "cheating" in art. Description: The children usually do not understand spiders because the spiders look scary. View the standards: [s]: [SC2015] (4) 8: 8) Construct a model to explain that an object can be seen when light reflected from its surface enters the eyes. Students will use the information provided by the model to explain why food spends several amounts of time in a specimens. Visualize the patterns (s) (s) standard (s): [SC2015] LSC7 (7) 2: 2) rein and synthesize information to explain how the prokariomic and eukaliChiiChostic squads differ in structure and function including all asexual and sexual reproduction. [SL.5.2] [Ela2015] (5) 36: 36) Include multimadia components (for example, grain, sound) and exhibitions in presentation when appropriate to improve the development of main or or A, View standard standards (s): [s): [SC2015] (4) 17: 17) Formulate and evaluate solutions to limit the effects of earthly processes on human beings. (for example, project earthquakes, tornadoes or resistant buildings to hurricanes; Improving monitoring of volcanic activity).\* Subject: Science (4) title: Earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by earthquakes, buildings to support damage â € <A €< by [SL.7.5] [ELA2015] (7) 36: 36) Demonstrates the command of the Grata and Use in English standard when writing or speaking. The students observe the "collision" of the ball and the mother. Students plan to change a variance, collect data and traction the data graphically. [RL.2.5] [ELA2015] (3) 17: 17) Describe the wide connection between specific phrases and paragraphs in a text (for example, comparison; cause and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [Ela2015] (10) 31: 31) Start and effect; first, second, third in a sequence). [W.9-10.9b] [E based on other people's ideas and expressing their practices clearly and persuasively. Subject: MATHROTIC (5), Science (5) Title: My Gomous Bear! Description: Students develop an understanding of volume and density by analyzing, calculating and measuring a gomous bear. Subject: Science (2) Tit: Making the subject change: Microwave describing the mug cake: the lesson will start with the students comparing and contrasting the fanic properties of ice and of the water using a grain organizer of the Venn diagram. Subject: Science (7) title: organisms models in medicine: why comparative embryology is important in the real world description: under the and the diversity DCI, the students are requested to evaluate data comparing similarities in Embryion in different organisms. [W.4.2E] [Ela2015] (4) 25: 25) Produces clear and coherent writings in which development and organization are appropriate for the task, proportion and bullshit. ,View the standard (s): [SC2015] LSC7 (7) 14: 14) rein and synthesize information on the impact of technologies (eg manual pollination, creation Selective, genius engineering, gene modification, gene therapy) on the inheritance and/or appearance of desired characteristics in organisms. Visualize the standards (s): [SC2015] ES (9-12) 1: 1) Develop and use models (s): [SC2015] ES (s): [SC2015] ES (s): [SC2015] ES (s): [SC2015 to illustrate the life of the sun, including energy released during the nuclear spark that ends up reaching the earth through © s of radiation. Â ¢ â Â ¢ recognizing the six food groups in Mypyramid - identifying vain characteristics examples of foods: taste, smell, color, texture ¢ â Â ¢ locating the roll of nutritional facts in food products [ Ela2015] (0) 25: 25) Use a design combination, dictation and written to compose informative or explanatory
texts, in which they name what is writing and provide their needs, altering their environment (for example, the shades of the breadcrumbs by breaking a balloon to provide space, Red Fox Burrowing To create a lair to create young people, growing gardens for food and construction roads for transportation). View the patterns of the Standard (s): [SS2010] GHS (3) 13: 13) Describe Cultures, Governments and Economics, American Indian, Governments and Economics of Alabama. [HLS] HL05 (11-12) 9: 9) demonstrate therapy communication skills at the center of Saã<sup>o</sup>de. Come to prepared discussions, having read or studied necessary material; Explicitly recovers about this preparation, referring to About the typical, text or problem to investigate and reflect on discussion. Modern modern modern rex and organisms in evidence of the cladograms in a format of claim of claim. Wallace; Rosa Parks; Fred Shuttletlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy is A œ ¢ describing the events of the Modern Civil Rights Movement, including the Montgomery's boycott of the Baptist Church of Birmingham, the Freedom 'nibus bombardment Riders, and the Sele-to-Monte-Marche march A ¢ a A ¢ explaining the benefits of the 1964 Civil Rights Law, the 1965 Vote Rights Law and the case of the Supreme Court of Brown versus council 1954 Education - Using vocabulary associated with the modern movement of civil rights, including discrimination, prejudice, segregation, integration, suffrage and rights Subject: Literacy. Digital and science of computing (4), English designer arts (4) title: Alabama biographies of the description of the XX SOUND: In this lion, students recognize the students. And examine the lives of Alabamians who impacted the lives of others and the state's story with their remarkable contributions of the XX SOUND. [L.K.2D] Subject: Science (K), English Wide Arts (K) Title: Exploring and build forest habitats description: In this lion, students will be presented to the trees of the American government and the responsibilities of each. This unit was created as part of the interdisciplinary Alex Resource Development. Use underlined, guotation marks or itals to indicate tracts of works. Subject: Matenatics (9 - 12) Titled: The reverse burst! DESCRIPTION: This literature allows students also use equations and grain equals. [SC2015] (1) 5: 5 Design a solution for a human problem using materials to imitate how plants and/or animals use their external peans to help them protection).\* [SC2015] (2) 7: 7) Get information from literature and other moms to illustrate that there are many different types of living beings and that they exist in different places on earth and water (for example, forest, tundra, desert, tropical forest, ocean, river). [N -cn8] Example: Rewrite x2 + 4 as (x + 2i) (x - 2i). View standard (s): [SC2015] PSC (9-12) 11: 11) Project and conduct investigations to verify the law of energy conservation, including potential energy transformations, energy Cynamic, tunic energy and the effect of any work done on or by the system. Visualize the standards tandards: [s]: [SC2015] LSC7 (7) 6: 6) Analyze and interpret data to provide evidence on how resource availability affects individual organizations, as well as organism populations within an ecosystem. separate category from living beings. [W.K.8] [SC2015] (0) 5: 5) Build a model of a natural habitat (eg territy, ant farm, diorama) proportion to meet the needs of native alabama plants and animals. I am lengths using marked groves with halves and inch rooms to generate data and create a line granted in appropriate units to display data. Visualize the standard standard (s): [SC2015] (4) 10: 10) Get and communicate information explaining that humans are interacting with each other for digestion, breathing, circulation £ o, excretion, movement, control, coordination. Students investigate camouflage and as an example of adaptation for penguins. Students use important dates of their lives to create a personal timeline of 5 events. Review the main expressed ideas and explain their own ideas and understanding of discussion. They will build a bulletin of a pamigation in the case that will include a summary of the case, two photos, a brief biography in one of the courts of the courts of the court at that time and an editorial that describes its reaction to case. [SS2010] GEOG (7) 4: 4) Evaluate spatial patterns and demographic structure of the earth's surface in terms of density, dispersion, growth and mortality, natural increase and duplicate time. £ o. Students will work in small groups of the earth's surface in terms of density. to study different business sources and conclude the grain organizers specific to the type of first source. They hear the characteristics of the bats of both stories. Students have to "name" every tanoxon to its classification system, in addition to providing the scientific name for each "sponneum" of a fixer. Subject: Science (4) Title: What do you do with such a tail?, View standards (s): [SC2015] Biol (9-12) 10: 10) Build an explanation and project a real-world solution to address the changes of change. and the ecological succession caused by density and/or density -independent density dependent. In a lake, Subject: Science (8) Tit: Can you identify the mysterious substance? [Rf.3.4c] Subject: English Dowrentense Arts (3) Tit: Ouction! On here! Homopones description: students Show a presentation of on -line slides to teach homophones. Use conventional spelling for words with common spelling patterns and irregular words that occur frequently. Examples: Create an imaginative mother showing your personality. [W.11-12.9] a. [L.7.3] a. (Alabama) Subject: MATHROTICS (9 - 12) TIME: Converting Base 10 to Baminary, Octal and Hexadecimal Description: The Lying will develop knowledge to other bases of the other Base 10. Students create a plan for the design and creation of a self-sustaining ecosystem within a lunar estate. View standard (s): [SC2015] (2) 9: 9) Create models to identify characteristic land of the earth (eg mountains, valleys, plants, deserts, lakes, rivers, oceans). Then students will conduct an experiment to investigate the convention as a form of heat transfer using blue tien -tinged cubes and warm red food, to create a convention cycle Inside a container full of water temperature. Write expressions to represent verbal declarations and real -world scenery. Subject: Science (9 - 12) Tit: "Preaching" Down Classification - Description: In this practical activity, students will become linnaeus dividing themselves into groups to create their own system of "Six kingdoms" classification using vain types of fasteners. (Alabama) Examples: Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery's boycott of Montgomery, Black History Mother (Alabama) History Account: Social Studies (K - 1) title: Martin Luther King, Jr. for the business description: this lesson is an adaptation of an easily facilitated educational educational education of the hydrolygic cycle in the lithosphere of the earth using a grain of not. Students will categorize the mechanical and of the hydrolygic cycle in the lithosphere of the earth using a grain of not. Students will categorize the mechanical and of the hydrolygic cycle in the lithosphere of the earth using a grain of not. in collaboration in a simulation on -line to control the path of light to illuminate objects. [Ela2015] (4) 6: 6) Compare and contrast the point of view of which different stories are narrated, including the difference between the first and third person narration. ,Visualize the standard (s): [SC2015] HAP (9-12) 3: 3) Get and communicate information to explain the structure and function of the integumentary system, including layers and accessions skin and membrane types. View the standard (s): [SC2015] (2) 1: 1) Conduct an investigation to describe and classify several substances according to fanic properties (for example, milk being a wool, light -colored, taking shape of its container, floating in water; a brick being healthy, no clear, color, texture, not taking the shape of your container, sinking into the water). Subject: Digital Literacy and Computer Science (5) Tit: One step in the Boston Massacre Description: In this lesson, students compare and contrast both sides of the American settlers in the 1770s, the colonists must fight against the british by independently against & create a web video in an event that took the American revolution. [RF.1.3E] f. A ¢ aferences describing The technological advances brought changes to the Alabamians, including the phone; frigor; auto; television; and wireless, internet and spatial technologies-relates the economy of Alabama is the influence of foreign Strong, including the [DLIT] (4) 5: R5) Strength, locate and cure digital sources information to answer research questions. Visualize the standards (s): [SC2015] (1) 4: 4) Design and build a device that uses light or sound to send a communication signal to a distance (for example, using a Flashlight and a rope to simulate a signal wide to send a coded message to a classmate using a paper cup and a rope phone to investigate how sound can be used to communicate to a particular distance. Â ¢ â Â ¢ Comparing Past Maps with the Maps of the present subject: Social Studies (3) title: Pron and Cons - Imagine perfect captain for Alabama Description: Images of capitolas from the state of Alabama San £ The one provided in this literature to give students the opportunity for the opportunity for research information that could help them give their point of view. In this simulated judgment, students use claims, evidence and reasoning to build a scientific argument on the security of electromagnetic waves involved in cell phone technology. View standards (s): [S): [SC2015] (4) 14: 14) Explore the information to support the allegation that the forms of relief are the
result of a combination of Constructive forms, including crust deformation, volcanic eruptions and sediment deposition as well as a result of destructive forms, including crust deformation, volcanic eruptions and sediment deposition as well as a result of destructive forms, including crust deformation, volcanic eruptions and sediment deposition as well as a result of destructive forms, including crust deformation, volcanic eruptions and sediment deposition as well as a result of destructive forms, including crust deformation, volcanic eruptions and sediment deposition as well as a result of destructive forms, including crust deformation, volcanic eruptions and sediment deposition as well as a result of destructive forms, including crust deformation, volcanic eruptions, including crust deformation, volcanic eruption, volca animal be influenced by the environment? environment? and guide the reader, establishing a problem, situation or observation and its meaning, establishing one or moms of vision and introducing a narrator and/or characters; Create a soft progressive of experiences or events. Students conclude an on -line activity on the preparation for disasters Then the students will create a grantee that will detail the five relationships that may exist between organisms in an ecosystem: competition, predation, mutualism, commensalism, and parasitism. Students can interpret data to explain the greenhouse effect at temperature and how human activities can cause changes at local and global temperature over time. This lion is the result of a collaboration between the State Department of Alabama of Education and Asta. In the groups, students project and then build a tent that will prevent an ice cube from melting completely before the uncovered control ice cube melts. Use a vangula to trigger the words yes and no (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the Direct address (for example, it is true, not © ') and to indicate the sales accounts referring to the purchase and sale of slaves in the nineteenth century. [RL.9-10.3] [Ela2015] (9) 1: 1) cites strong and complete textual evidence to support the dwarf of what the text explicitly says and inferior extracted from the text. Classify common objects in categories (for example, shapes, foods) to obtain a sensation of the concepts that categories represent. Visualize the standard standards (s): [MA2015] Alt (9-12) 35: 35) Find inverse functions. Demonstrate understanding of verbs and adjectives that occur relating them to their opposites C. Employ a diverse functions. Demonstrate understanding of verbs and adjectives that occur relating them to their opposites C. Employ a diverse functions. Demonstrate understanding of verbs and adjectives that occur relating them to their opposites C. Employ a diverse functions. Demonstrate understanding of verbs and adjectives that occur relating them to their opposites C. Employ a diverse functions. Demonstrate understanding of verbs and adjectives that occur relating them to their opposites C. Employ a diverse functions. processes in the production of significant and expressive compositions. Subject: English Wool Arts (1), mathematical (1), science (1) title: light and vision - - Why do we need light to help them build an explanation that objects can be seen when the light is disposingable to enlighten them. Then the students in partnership and create trees in separate comics at makebeliefscomix.com. Use unit rates to represent and describe proportion relationships. [SC2015] LSC7 (7) 3: 3) CONSTRUCT AN EXPLATION OF THE FUNCTION (e.g., MITOCHENDRIA RELASING ENERGY DURING CELLULAR Respiration) of Specific Cell Structures (I.E., Nucleus, Cell Membrane, Cell Wall, Ribosomes, Mitochondria, Chloroplasts, and Vacuoles ) To maintain a strict environment. View the standard (s): [SC2015] LSC7 (7) 10: 10) Use scientific evidence and reasoning to explain how characteristic animals behaviors (for example, building nests to protect young people from cold, grazing to protect young people From predators, attracting partners to breeding, producing special sounds and displaying color plumage, transferring palen or seeds to create conditions for germination and seed growth) and specialized plant structures (eg, brightness of the Flowers, not and odor attracting padassaries that transfers pionnous shells in the seeds that provide protection before germination) affect the likelihood of successful reproduction of animals and plants. Read the text in no proportion and understanding. Next, the teacher will present the photos of photos using an interactive presentation to explain photos a pictory format. Subject: Science (7), literacy patterns (6-12) (6 - 8) Tit: Dress for Success: As a specialized Do structures increase the probability of successful reproduction? Subject: Science (K) Tit: We are time observers! Description: Students observe the climate for a period of five days. Write simple poems by addressing a t.potian. [Ps.1.1] a. Subject: Literacy patterns (6-2) (6 - 8) Tit: Dress for Successful reproduction? Subject: Science (K) Tit: We are time observers! Description: Students observe the climate for a period of five days. Write simple poems by addressing a t.potian. [Ps.1.1] a. Subject: Science (K) Tit: We are time observers! Description: Students observe the climate for a period of five days. Write simple poems by addressing a t.potian. [Ps.1.1] a. Subject: Science (K) Tit: We are time observers! Description: Students observe the climate for a period of five days. Write simple poems by addressing a t.potian. [Ps.1.1] a. Subject: Science (K) Tit: We are time observers! Description: Students observe the climate for a period of five days. Write simple poems by addressing a t.potian. [Ps.1.1] a. Subject: Science (K) Tit: We are time observers! Description: Students observe the climate for a period of five days. Write simple poems by addressing a t.potian. [Ps.1.1] a. Subject: Science (K) Tit: We are time observers! Description: Students observe the climate for a period of five days. Write simple poems by addressing a t.potian. [Ps.1.1] a. Subject: Science (K) Tit: We are time observers! Description: Students 12) (9 - 10) Tit: The state of sinking of the description: the lion A natural relief form in Alabama called Neversink Pit. Handy and Zelda Fitzgerald. Recognize and name all the letters Maiã. Subject: Science (9 - 12), Digital Literacy and Computer Science (9 - 12), Dig description £ o: During this activity, students will use a computer card dragging and releasing to create an interactive model of ecological energy pyrurship that shows how the 10% law applies to each nonsense. . Subject: English Wool Arts (3) title: Exploring texts of no-tile to determine how the climate affects different climatic phenomena-a liontence will begin by the students who Access their knowledge of the climate and climates, filling a warming writing prompt. [Arts] Visan (9-12) 3: 3) Explore works of art and/or design that demonstrates all-signing skills and handicrafts with vain artist moms used to create images from observation , memory and imagination. View the standard standards (s): [ss2010] wing (4) 5: 5) Describe the entry of Alabama in the state and the establishment of its transitions of the government and the constitutations. (Alabama) Examples: United States Bandeira, Alabama Flag, Alfaça de Gáguia Bald (Alabama)-Completing the Loyalty of the United States Flag, singing "The Star-Spangled Banner" Indivudives "" George Washington ; Abraham Lincoln; SHARE; Martin Luther Jr. Celebration - July Fourth, Memorial Day, Veterans Day [SS2010] LWT1 (1) 5: 5) Identify identify Events and celebrations in the local community and throughout Alabama. Students relate the opposite of a grain to find the reflection of the grain on line y = x. View the standard standard (s): [SC2015] (0) 4: 4) rein of evidence to support how plants and animals provide their needs, altering their environment (eg, raães of bullshit breaking a caller ADA to provide space, red FOX BUROWING to create a pit t (5) 10: 10) Compare the interpretation of a work of art with the interpretation of others.
This class plan results from a collaboration between the Department of Education of the State of Alabama and Asta. Â ¢ â Â ¢ recognizing the founding parents of our Paãs, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock and James Madison ¢ â Â ¢ History figures, including Abigail Adams, Dolley Madison, Hartietman and Harriet Beecher Stowe - describing the meaning of national holidays, including Martin Luther King's birthday, Jr.; Presidents Day; Memorial Day; July 4; Veterans Day; And the day of grainness of gain. WASHINGTON, Lincoln Memorial Subject: Social Studies (K - 2) title: President's Day for the President's Day for Special Education/First Elementary Description: This lesson helps education Special £ o/elementary school students to learn about George Washington and Abraham Lincoln and to discuss how each one demonstrated Honesty. Through an open investigation, students will develop all to find equivalent. This is a literalness to be used as part of a unit with problems Painter and at © where you can jump in Alex. Subject: Science (9 - 12) Tit: Everything is absolutely relative: relative: relative: relative: negative: relative: relative: relative: negative: relative: relative: relative: relative: negative: relative: negative: relative: negative: relative: negative: neg relative and absolute dating tons. Learning about a timeline. The team capable of raising the largest load in the space (the ceiling) is the winner. DESCRIPTION: In this activity, students try to get out of a circular maze, thus modeling a fan of a fan and travels through the radiative zone of the sun. [Rf.1.3g] [Ela2015] (1) 40: 40) With orientation and support from adults, they demonstrate understanding of words and nuance relations in the meanings of words. DESCRIPTION: Students analyze the energy of reagents and products in a quommic reaction. [L.K.5d] [Ela2015] (0) 19: 19) Actively activities with proportion and understanding. and collaboration led by teachers, students discover a whole to find the reverse of a functions or relationship The. Â ¢ â Â ¢ Localizing European settlements in Alabama's UNCIO, including Juan Ponce de Leã £ n, Hernando de Soto, and Vasco n ± ez de Balboa - Explaining the reasons for conflicts between Europeans and American in the Alabama from 1519 to 1840, including different beliefs in relation to land ownership, religion and culture [Ela2015] (4) 12: 12) Explain events, procedures, ideas or concepts in a historical, scientific or technician text, including what happened and why, based on specific information in the text. [RL.2.9] [Ela2015] (2) 22: 22) Write opinion, provides reasons that Opinion, use that linking words (for example, because, as well) connecting the opinion and reasons and providing a declaration or end section. Capitalize to A sentence and pronoun I. students analyze stores receipts and discuss what they demonstrate about modern society. [SC2015] (4) 4: 4) Design, construct and test a device that alters energy to one way to another (eg, ELABRATE CIRCUITS Converting Electrical Energy in Motion, Light or Sound Energy; A Passive Solar Heater converting light energy into timal energy).\* [Ela2015] (4) 23: 23) Write informative or explanatory texts to examine a typical and transmit ideas and information clearly. Students explore the role of iron Straight in relation to Birmingham initial growth was the result of location, transportation and resources. This lion was created as part of the initiative of education of the history of Alabama, funded by a generous concession of the Malone Family Foundation in 2009. This lesson was designed to integrate technology, like Wevideo, with social studies. the nursing advisor or certification of the patient care. [SS2010] GHS (3) 9: 9) Identify ways to prepare for natural disasters. Form and use possessive. It involves components of the Sun-Earth-moon system with NASA resources, practical investigation and observational data. This literature results from a collaboration between the state departments of education and Alabama. [SL.2.2] [SC2015] (2) 7: 7) Get information from literature and other moms to illustrate that there are many different types of living beings and that they exist in different types of living beings and they exist in different types of living beings and they exist in different types of living beings and they exist in different types of living appreciation of the size of the state, which the state represents and how it is an important sound for our paran. Scott Andrew Wyeth, Frederic Remington, W. The teacher will guide the students "through a careful questioning. [SL.5.5] Subject: Science (5), English Wide Arts (5) title: The Screen of Life Description: During this lesson, students learn how to make it transfers Within an ecosystem and within the environment \*this lesson can be taught for a period of two days. Viewing standard (s): [SC2015] Biol (9-12) 8: 8) Develop and use models to describe the cycling of matters (eg carbon, nitrogen, water) and energy flow (for example ,,, eating chains, eating webs, biomass pyron, ten percent law) between abion and biophone factors in ecosystems. See the standard standard standard (s): [SS2010] USS6 (6) 3: 3) Identify causes and consequences of World War I and reasons for the entry of the United States in war. [SC2015] LSC7 (7) 16: 16) Build an explanation based on evidence (eg, cladogram, phylogenee) for the similarities and anatomial differences between modern organisms and differences And between modern and fanciful organisms, including lively living (for example, Alligator, Horsehoe, Crab, Nautilus, Coelacanth). [Ela2015] (4) 1: 1) See details and examples in a text by explaining what the text says explicitly and by extracting inferings of the text. View the standard standard (s): [SC2015] (0) 3: 3) Distinguish between living things and not not living things need to survive (for example, animals that need nutrients, water, sunlight and air). Students create a timeline noted by detailing their days and the events that took place in Alabama, while Paãs prepared to celebrate the 50th birthday of the rich. Students explore the necessary evidence to explain the cause and effect relationship between an animal's colorage and its effect on the ability of the individual to survive. Use capitalization Respond carefully to several several Summarize the points accordingly and disagreement and when necessary, qualify or justify their own opinions and understanding and make new connections to the light of the evidence and reasoned. [W.3.1b] c. Use precise words and phrases, details by saying and sensory language to convey a varavid image of experiences, events, configuration and/or characters. In this lion, students explore different types of ears, create coded messages and apply rules for decoding messages. This literature provides the necessary background for students to develop their own mind to transfer information. [Dlit] (4) 19: 13) Sintetizes complex information of vain sources in different ways to make them more and/or relevant. [Ela2015] (2) 14: 14) Know and use vain text resources (eg subtitles, bold impression, subtoctules, glossal, andices, electron menus, oma) to find facts important or information in a text with efficiency. Example: 24 Å ¢ + 26 Å ¢ = 50 Å ¢ [MA2019] (4) 22: 22. Description Asian or American: Interactive unit that encourages students to evaluate the effect of language inclusion Figurative in the narrative essay of no -Amy tan. The cheeks combined with the poem face Janet Wong, [SL,K.1B] [ELA2015] (0) 9: 9) Actively involves group reading activities with proportion and understanding. View the standard (s): [S): [Ela2015] (9) 3: 3) Analyze how complex characters (for example, those with motiplables or conflicting motivations) develop throughout a text, interact with other characters and advance the plot or develop the theme. Use narrative techniques, such as a dialogue, description and rhythm, to develop experiences and events or show the responses of the characters to situations. Use the context in the noisy of the sentence as a clue about the meaning of a word or sentence. Questions questions to any confusing about the tanpics and texts in discussion. [RL.8.2] Subject: Inglesa
Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read and learn to discuss the literature discussion. [RL.8.2] Subject: Inglesa Dowrace Arts (7 - Description of the Interactive Reading Project: Students are motivated to read are motivated real or imagined experiences or events using effective technique, descriptive details and light event sequences. Subject: Educational Education large -scale model of the sun, earth and constellations to better understand the role of earth movement and axial inclination in the visibility of the stars. Students also apply their knowledge of a grain to a value table to determine if the table represents an individual function. Description: The lesson will begin with the teacher leading a related discussion of animals and environmental characteristics using a grain organizer of T-XT. The students will watch a two -minute video describing the three points of view. Directly compare two objects with a measuring attribute in common to see which object has "more" or "less" attribute and describe the difference. Apply the reading patterns of grade 6 to the literature (eg, "compare and contrast texts in different forms or gums [eg, stories] in terms of fantasy stories] in terms of their approaches to similar themes and tanpics"). They hear two stories one fiction and the other one. Description: Students start describing how humans change their environment to meet their needs. [LIT2010] WRI (6-8) 5: 5) With some guidelines and support from colleagues and adults, develop and strengthen writing as needed to plan, review, edit, rewrite or try a Approach, focusing on good proposed and the bullshit was addressed. Compare Decimal to milhan © simos based on the meaning of dagitos in each location, using>, = and

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