

<b>Course Name:</b>
<b>Earth Systems in My Ahupua'a: 5 Lessons aligned to NGSS Standards &amp; Nā Hopena A'o Outcomes</b>
<b>Fee Payment:</b>
None.
<b>Specific Objectives:</b>
<p>Participants will teach students to:</p> <ul style="list-style-type: none"> <li>• Develop a model using an example to describe ways the spheres interact with each other.</li> <li>• Obtain, Evaluate, and Communicate Information to explain phenomena or solutions to a design problem.</li> <li>• Observe patterns in nature and prompt questions about relationships and underlying causes.</li> <li>• Obtain and combine information about ways individual communities use science ideas to protect Earth's resources.</li> <li>• Identify the negative effects of human interference in the carbon cycle and how they can be reduced.</li> <li>• Design possible solutions to reduce the carbon footprint by planting trees in my ahupua'a.</li> </ul>
<b>Activities to Achieve Objectives:</b>
<p>Activities:</p> <ul style="list-style-type: none"> <li>• Attend all required course sessions (five 2 hour sessions)</li> <li>• Teach all 5 lessons as provided in this Unit overview</li> <li>• Reflect and caption learning on each lesson</li> <li>• Participate in collaborative conversations that provide opportunities for participants to interact, network, exchange ideas, and share experiences with other participants.</li> <li>• Provide specific and meaningful feedback to peers.</li> </ul>
<b>Content of Learning Results Portfolio:</b>
<p>Requirements for Learning Results Portfolio:  Each participant's Learning Results Portfolio may contain a variety of documents but each document <b>MUST</b> have a caption. Captions transform documents into evidence and assist teachers in articulating their thoughts. A caption is a statement attached to each document in the portfolio that describes:</p> <ol style="list-style-type: none"> <li>1. What the document is,</li> <li>2. Why it is evidence of learning,</li> <li>3. What content and/or skill this exemplar documents show</li> </ol> <p>Formative assessments:  1. Participants will fill out session reflections (4) focusing on what was learned that day and how to immediately apply the learning into classrooms.  These "session reflections" will be included into the final portfolio.  A part of the "session reflection" will indicate how the individual teacher anticipates using feedback from the day's instruction to change his or her practices.</p> <p>Summative assessments:  1. Pre-post surveys on Global Climate Change.  Results of the pre-post survey will be included in the report to Healthy Climate Communities.  2. Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time or cost. (i.e. design a tree planting in their ahupua'a)</p>

Plan of activities and implementation of deeper learning practices including essential questions, resources, timeline and activities, formative and summative assessments with necessary checklists and rubrics. Hawaii Core Standards/Learning Outcomes referencing and appropriate school-specific learning targets should be included.

Alignment and refinements should be documented throughout the implementation stage to include samples of student work, reflections, and other course requirements.

At a minimum, the portfolio shall have three (3) teacher lesson designs and three (3) student/curricular artifacts from each lesson that are standards referenced.

Caption statements for evidence documents in the portfolio should be explicit and include what the document is, why it is evidence, and what it is evidence of.

3. Two-page culminating reflection that describes the overall learning from the course. Also, describe how the new knowledge/skills changed teacher instructional practice and how it impacted student learning.

**Course Requirements:**

**(Prior approval from teacher's Principal or supervising administrator is needed to use this course for reclassification (Form DOE OHR 200-005(a)).**

- Participants must be a teacher in the Department of Education.
- Instructor approval required for registration.
- Attend all class sessions.
- Include all required assignments in a learning portfolio that illustrates the impact content from the class has had upon teaching practices and student achievement.

**Dates / times**

3-5pm on Dec 1, Jan 12, Jan 26, Feb 9, March 2