



Financial Literacy: Secondary - Understanding Earth & Space Systems: Heat in the Environment

Connections to Financial Literacy

Describe the financial literacy knowledge and skills which will be addressed and assessed in this lesson as they relate to the curriculum expectations. Financial literacy knowledge and skills could include, but are not limited to:

- understanding needs and wants;
- consumer protection and consumer awareness;
- personal financial planning such as budgeting, saving and investing;
- social, ethical and environmental implications of financial decisions;
- active citizenship;
- understanding the economy;
- planning for the future.

Science, Financial Literacy – Grades 9-12

Curriculum Expectations

List full overall and specific expectations addressed in this lesson using the following format:

Understanding Earth and Space Systems: Heat in the Environment

1. assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment
 - 1.1 assess the social and environmental benefits of technologies that reduce heat loss or transfer (e.g., insulated clothing, building insulation, green roofs, energy-efficient buildings)

Learning Goals

State learning goals in direct, explicit, student-friendly language.

Learning goals make explicit building blocks that are embedded or implicit in the expectations. Connections to curriculum expectations should be explicit.

At the end of this lesson, students will know, understand and/or be able to...

Instructional Components and Context

Readiness:

Link back.

List what students need to know and be able to do before beginning new learning.

This includes what they need to know and be able to do in order to:

- eliminate lengthy digressions to fill in necessary knowledge and skills
- ensure students' success in the lesson.

The lesson may include an initial subtask intended to identify students' prior knowledge and skills (e.g., diagnostic activity).

Terminology:

List key terms that are used in the lesson as either a conceptual learning focus or a functional, shared vocabulary.

Materials:

List all materials required by the teacher and the student for the lesson, including any relevant websites.

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Connections

Guiding Questions: List questions that frame the students' learning in the lesson.

Assessment:

A^{for}L Assessment **for** learning

A^{as}L Assessment **as** learning

A^{of}L Assessment **of** learning

Identify:

- what will be assessed
- an appropriate assessment strategy
- an appropriate assessment tool

Differentiated Instruction:

 Explicitly identify planned differentiation of **content, process, or product** based on readiness, interest, or learning

Action!

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

Connections

Consolidation <ul style="list-style-type: none">◆ Providing opportunities for consolidation and reflection◆ Helping students demonstrate what they have learned	Connections