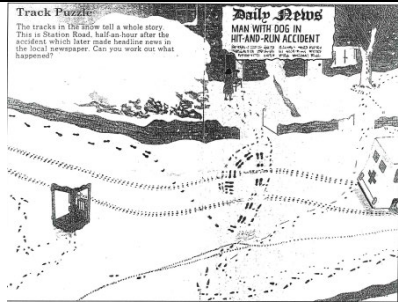


AIM: To develop our social-emotional literacy and our science literacy

Lesson	Date	Authentic Texts	Social-Emotional Literacy Capacity	Disciplinary Literacy Capacity	SL Assessed by (/5)	DL Assessed by (/5)
1.		<a href="https://theconversation.com/if-atoms-are-mostly-empty-space-why-do-objects-look-and-feel-solid-71742">https://theconversation.com/if-atoms-are-mostly-empty-space-why-do-objects-look-and-feel-solid-71742</a> Why do we feel solid if we have gaps in our atoms?	<ul style="list-style-type: none"> <li>Self-Awareness 3: Identifying one's emotions</li> </ul>	<ul style="list-style-type: none"> <li>Reading Comprehension 2: Seek clarification of unfamiliar vocabulary, phrases and concepts</li> </ul>	Emotion identification rating (self-assessed):	Clarification rating (self-assessed):
2.		<a href="https://www.youtube.com/watch?v=CMSYv_Z4SI8">https://www.youtube.com/watch?v=CMSYv_Z4SI8</a> Complete the Big Bang Theory Theme.	<ul style="list-style-type: none"> <li>Relationship Skills 8: Seeking or offering support and help when needed</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Talk 1: Use collaborative talk effectively to clarify vocabulary, phrases and concepts</li> </ul>	Help/Support rating (self-assessed):	Collaboration rating (self-assessed):
3.		<a href="https://www.bbc.co.uk/news/science-environment-58919791">https://www.bbc.co.uk/news/science-environment-58919791</a> Was the science experiment successful?	<ul style="list-style-type: none"> <li>Self-Awareness 7: Experiencing self-efficacy (confidence in your self-control, behavior, ability and attitudes)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Comprehension 5: Summarise the meanings of sections of text to consolidate and deepen understanding</li> </ul>	SELF-EFFICACY START <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> END <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Summary rating (self-assessed):
4.		<a href="https://www.youtube.com/watch?v=fPnwBITSmgU">https://www.youtube.com/watch?v=fPnwBITSmgU</a> History of the periodic table video	<ul style="list-style-type: none"> <li>Relationship Skills 1: Communicating effectively</li> </ul>	<ul style="list-style-type: none"> <li>Writing for Learning 6: Produce a coherent paragraph to elaborate on one idea</li> </ul>	Communication from paragraph rating (peer assessed):	
5.		<a href="https://www.bbc.co.uk/news/science-environment-58608295">https://www.bbc.co.uk/news/science-environment-58608295</a> Water on the moon mission	<ul style="list-style-type: none"> <li>Self-Awareness 6: Examining prejudices and biases</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Talk 4: Use reasoning skills collaboratively to evaluate, scrutinise and reflect on ideas, concepts or theories effectively</li> </ul>	Reflecting on Bias rating (self-assessed):	
6.		 <p>Mystery Accident</p>	<ul style="list-style-type: none"> <li>Self-Awareness 8: Having a growth mindset (facing challenges, response to encountering difficulties and obstacles, effort and response to feedback and criticism)</li> </ul>	<ul style="list-style-type: none"> <li>Writing for Learning 5: Produce clear and precise summaries of concepts and ideas</li> </ul>	GROWTH MINDSET (group assessed): START <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> END <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Clarity and precision rating (group assessed):

7.		<a href="https://interestingengineering.com/5-flaws-in-daltons-atomic-theory">https://interestingengineering.com/5-flaws-in-daltons-atomic-theory</a> <a href="https://royalsociety.org/topics-policy/diversity-in-science/scientists-with-disabilities/john-dalton/">https://royalsociety.org/topics-policy/diversity-in-science/scientists-with-disabilities/john-dalton/</a> Writing a defence of Dalton.	<ul style="list-style-type: none"> <li>Relationship Skills 9: Standing up for the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>Reading Comprehension 1: Draw on prior knowledge to make meaningful links with the text to help build a fuller 'mental model' of it</li> </ul>	Rating of my Dalton defence (teacher assessed):
8.		<a href="https://www.pbs.org/wgbh/nova/hydro/water.html">https://www.pbs.org/wgbh/nova/hydro/water.html</a> Hitler's sunken secret: heavy water	<ul style="list-style-type: none"> <li>Relationship skills 5: Resolving conflicts constructively</li> </ul>	<ul style="list-style-type: none"> <li>Writing for Learning 3: Formulate in writing key questions to drive future thinking</li> </ul>	Rating of my questions and their effectiveness (group assessed):
9.		<a href="https://www.youtube.com/watch?v=sz3KRBizqYo">https://www.youtube.com/watch?v=sz3KRBizqYo</a> Feedback	<ul style="list-style-type: none"> <li>Self-Awareness 4: Demonstrating honesty and integrity</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Talk 5: Collaborate to plan and review a task</li> </ul>	Mark for my feedback plan (self-assessed):
10.		<a href="https://www.theguardian.com/environment/2009/sep/23/panda-extinction-chris-packham">https://www.theguardian.com/environment/2009/sep/23/panda-extinction-chris-packham</a> Differing views-conservation of Pandas	<ul style="list-style-type: none"> <li>Relationship skills 4: Practicing teamwork and collaborative problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Talk 2: Draw and build on knowledge collaboratively</li> </ul>	Rating of the sharing of knowledge collaboratively in the group (teacher assessed):

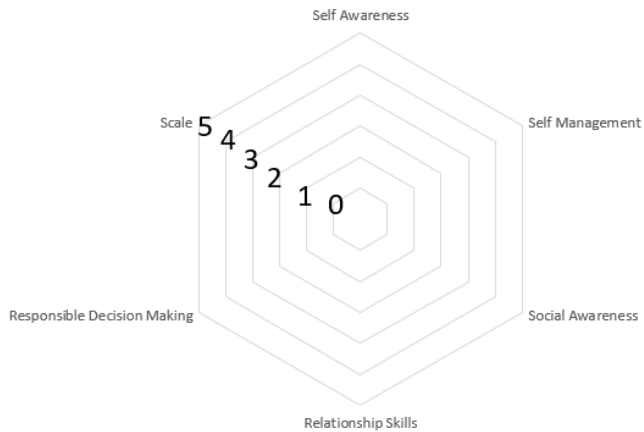
**Baseline Data**

First day

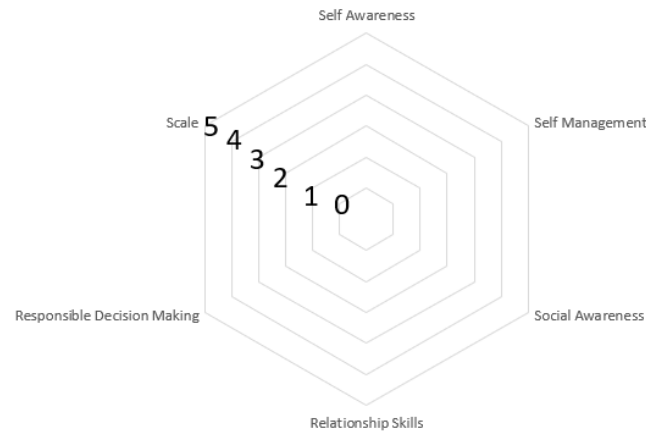
**Final Data**

Last lesson

My Social-Emotional Literacy



My Social-Emotional Literacy



**Baseline Data**

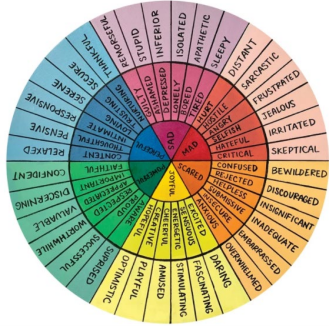
First day

**Final Data**

Last lesson

**ARTICULATION**

What makes me a good learner:	What makes me a good learner:
What makes me a good team member:	What makes me a good team member:
What makes me a good scientist:	What makes me a good scientist:
What makes me a good person:	What makes me a good person:
What I could do to improve my science literacy:	What I could do to improve my science literacy:
What I could do to improve my social and emotional literacy:	What I could do to improve my social and emotional literacy:



Lesson 1: How does the article make you feel?

Using the wheel of emotions, how does the article make you feel?

Discuss the wheel of emotions with your partner-choose 5: say when you last felt this way and why

Lesson 1: What words didn't you understand in the article? (choose 3)

- 1.
- 2.
- 3.

Define 1 (include the source)

Define 2 (include the source)

Define 3 (include the source)

Lesson 2: Complete with science key terms

Our whole \_\_\_\_\_ was in a hot, dense state.

Then nearly \_\_\_\_\_ billion \_\_\_\_\_ ago expansion started, wait.

The \_\_\_\_\_ began to cool, the \_\_\_\_\_ began to drool.

\_\_\_\_\_ developed tools.

We built a \_\_\_\_\_ (we built the \_\_\_\_\_).

Math, science, history, unravelling the \_\_\_\_\_.

That all started with the \_\_\_\_\_! Hey!

Lesson 3: Summary

Was the experiment successful?

Lesson 4. My best answer:		Lesson 4. Our best answer:	
Lesson 5: DL Questions	Answer	Lesson 5: SEL Questions	Answer
What experts are involved in moon landings?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	How does each expert feel about the different parts of the mission?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
What are the key ideas from the article?		Is it different if it is a rover or a human? Why?	
How did they select the site?		Why do astronauts have to be so calm?	
What is the timeline for the mission?		Should we spend so much money on space missions when the NHS needs money?	
How could we make it easier to understand?		How does reading articles like this make you feel?	

<p>Lesson 5: Discussion Points:</p> <p>a) Are any of the experts biased?</p> <p>b) How could you tell?</p> <p>c) Why don't we believe all evidence we are presented with?</p> <p>d) What makes us more confident in evidence?</p> <p>e) How do we challenge bias?</p>	<p>Lesson 6: Summary of what I think happened</p>													
<p>Lesson 7: Dalton defence</p> <p>Dalton is a good scientist because:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>Lesson 8: Questions to resolve conflicts</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>													
<p>Lesson 9: Plan to give feedback to people in my life</p> <table border="1" data-bbox="107 1109 1115 1460"> <thead> <tr> <th data-bbox="107 1109 358 1149">Person</th> <th data-bbox="358 1109 716 1149">What I want to change</th> <th data-bbox="716 1109 1115 1149">What I will say</th> </tr> </thead> <tbody> <tr> <td data-bbox="107 1149 358 1257"></td> <td data-bbox="358 1149 716 1257"></td> <td data-bbox="716 1149 1115 1257"></td> </tr> <tr> <td data-bbox="107 1257 358 1366"></td> <td data-bbox="358 1257 716 1366"></td> <td data-bbox="716 1257 1115 1366"></td> </tr> <tr> <td data-bbox="107 1366 358 1460"></td> <td data-bbox="358 1366 716 1460"></td> <td data-bbox="716 1366 1115 1460"></td> </tr> </tbody> </table>	Person	What I want to change	What I will say										<p>Lesson 10. For Pandas:</p> <p>Against Pandas:</p>	<p>Conclusion:</p>
Person	What I want to change	What I will say												

