

RET II

Curriculum

Integrating the California
Health, Common Core Standards,
and inquiry into your existing
lessons and labs

RETII Units

- “Flower Power” What are flowers for?
- “”You Blew It !” Making Spirometers and Finding your Vital Capacity.

My inspiration for
“Flower Power”



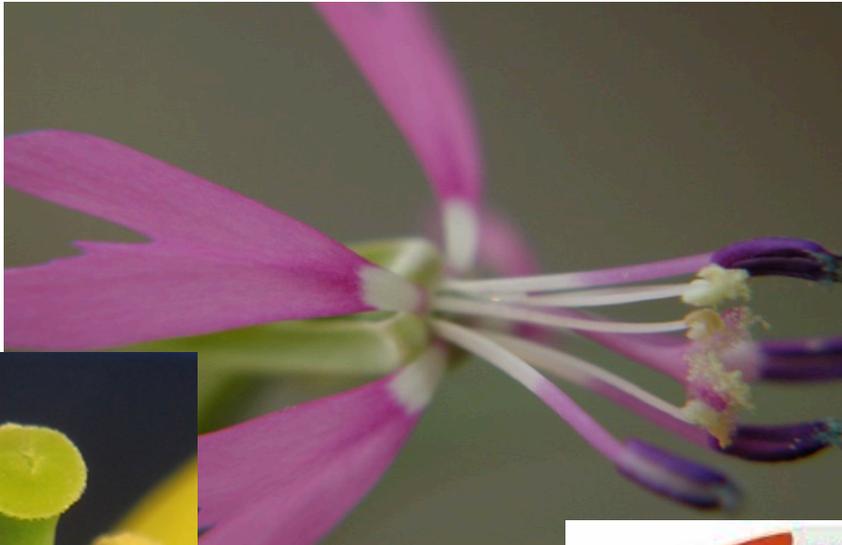
“Flower Power”

Inquiry Outcomes

Four Progressive Parts:
Differentiated instruction.

- Students deduce the purpose of flowers.
- Student hypothesis the function of flower structures
- Students deduce which flowers are selfers and which are outcrossers.
- Students deduce the costs and benefits of “selfing”

Selfer or Outcrosser?

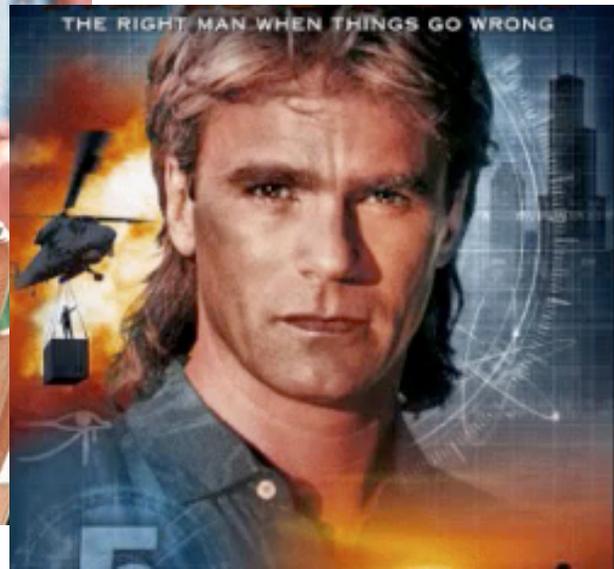


Inquiry.

Keep these two in mind



Julia Childs



MacGyver

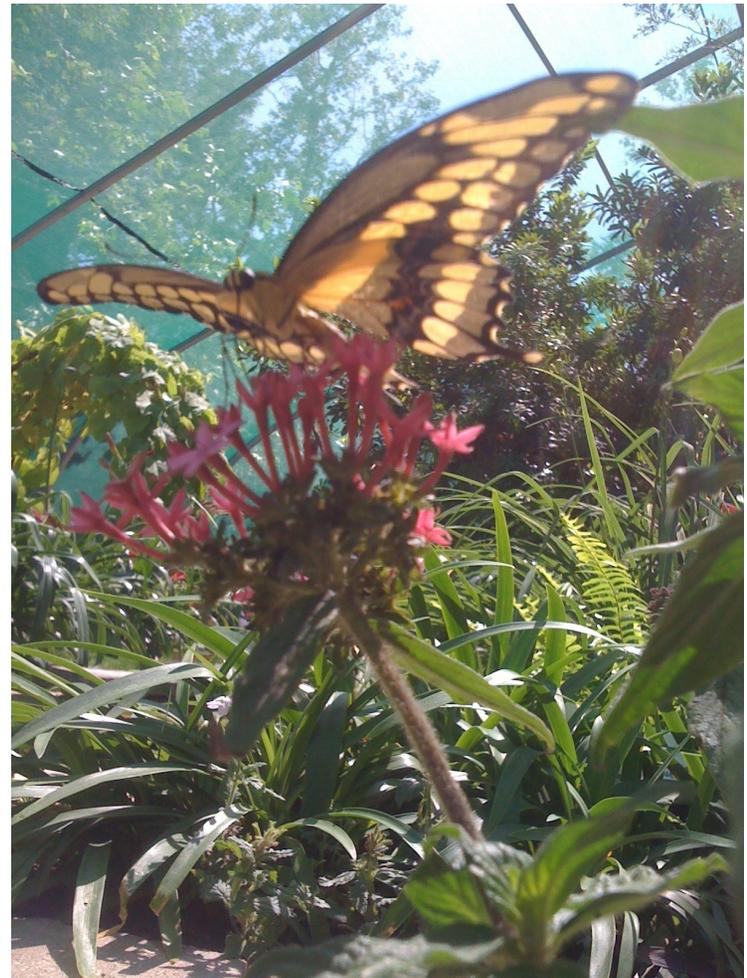
How to Integrate Inquiry

- Model the behavior
- Give examples
- Clear explanations and goals-rubric
- Refer to and remind students of their prior knowledge and experiences
- Don't tell Give hint, don't give it away!
- Wait for the magic to happen.

Family and Community Involvement.

Formerly known as homework

- Visit butterflies alive SBNHM
- Visit the botanic garden
- Visit the local organic farm
- Plant a fruit tree or garden
- Build and Donate a solar oven
- Shop at the organic market
- Deforestation and solar ovens
- Organic food student debate
- GMO food lab



CONTEMPORARY AND RELEVANT?

- Tsunami -waves speed. Fund raise
- Oil spill - property of liquids
- Bike coalition / pedal power - speed physics of bikes
simple machines
- Japan - plate tech tonics. nuclear energy isotopes
carbon dating.
- Deforestation. Solar ovens Light lenses

Nano Silver and Health

- Later in the plant unit student make Eco-bottles.

Assessment

- Alternative
- Conventional
- Rubric

Acknowledgements

Dr. Susan Mazer
Dr. Frank Kinnaman

Mentors:

Alisa Hove
Dr. Leah Dudley



The Ralph M. Parsons
Foundation

