TEACHER’S GUIDE

Name your episode here

STANDARDS:

*The following standards may be addressed by using the podcast in conjunction with the information provided in the Teacher’s Guide:*

Provide NGSS standards and common core standards that connect to the story and/or the information/ activities provided in the Teacher’s Guide.

BACKGROUND:

Provide some background for the science concepts that are discussed in the podcast. The podcast itself should be under 10 minutes, and should not get into the details of the content; rather, it is a “jumping off spot”. This guide provides more detailed background on the biological content that the podcast can help to illustrate, and the teacher can use this background at whatever level s/he feels is appropriate. Cite any references you use to prepare the background section.

ACADEMIC LANGUAGE:  
Select key words/ concepts that the podcast can be used to help illustrate. You should include both academic language words and science vocabulary (including “process” words). Include the words, their definitions, and clarification about how it is used in the podcast (if needed). You can also include definitions of words that are not explicitly included in the podcast but that can help develop the students’ understandings of the umbrella concepts.

ACTIVITY/ THINGS TO THINK ABOUT:

Find an inquiry-based activity that could be used to help develop the concept(s) with the students, and include it (or a link to it) here (cited appropriately). In addition, come up with some open-ended questions that students could pursue that are related to the concepts or the processes related to the story in the podcast.

REFERENCES:

Provide references for the resources you used to prepare the Teacher’s Guide in APA format. Consider including references that students could use to pursue the topic further.