

how i write outlines/take notes

ROMAN NUMERAL METHOD: (outline)

required format by my first teacher

EXAMPLE

I. Energy and the Cell

A. Cells transform energy as they perform work (pg. 100)

1. Energy is the ability to do work or to cause change. The 3 types of energy are kinetic and potential.

a. Kinetic energy is the energy of motion. Moving objects transfer motion to other motion. Heat is a type of kinetic energy associated with the vibrations of molecules.

measured in Joules

b. Potential energy is the energy that can be converted into kinetic energy. Chemical energy is the potential energy available for release in a chemical reaction.

potential to be kinetic energy

EXAMPLE

[Section I] The Road to World War I

→ 1914 summer - crisis in the Balkans led to conflict with a tension between assassination, Austria, Germany...

Cause of the War

(see pg. 1) nationalism, militarism, and a system of alliances contributed to the start of World War I.

- system of nation states that were forming led to competition

ALLIANCES AND ALLIANCES

- Europe's greatest powers were divided into 2 camps

the Central Powers (CP) and the Entente Powers (EP)

- Germany
- Austria-Hungary
- Italy
- Britain
- France
- Russia

HOW USUAL OUTLINE METHOD:

[Section #] Section name

→ Summary from textbook

Reading

(see pg. 1)

- info (important ideas)
- Events/people/concepts/etc.

Conclusion

- info
- events
- how it affects

(see pg. 1)

Examples

BASIC OUTLINE METHOD:

EXAMPLE

Ch. 1: Photosynthesis: Using Light To Make Food

→ Autotrophs are the producers of the biosphere

- Autotrophs are the producers of the biosphere
- can synthesize molecules with consuming organisms must eat from other organisms
- ex: plants

→ Photosynthesis occurs in chloroplasts in plant cells

- in green parts of plants (chloroplasts)
- photosynthesis usually occurs in the stroma
- the space comes from stroma or photosynthesis

CHAPTER NUMBER AND NAME

→ Section Name

- important concepts/definitions/ facts etc.
- important facts/concepts

→ Section Name

- important facts/definitions/ important concepts/ words/ things
- important facts

~ note-taking ~

HOW I TYPICALLY TAKE NOTES IN CLASS:

EXAMPLE

Month 1 Day 10th notes

- Britain with imperialism, but they were industrialized
- others the power, but they had more resources

MATERIALISM

- improved trade
- transportation
- technology let the people participate in gov.

Global Data 4: World's Current

- British East India Company

1. Quarterly notes

Copy that

- the company was with gov and was the most powerful
- B.B. took over India but they believed the Company had been in India



- kept each other of odds
- main sub main sub
- main sub main sub

DATE

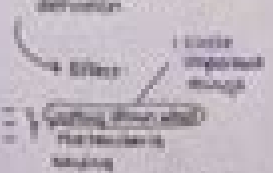
Main Point

- details/concepts/ examples

Main Point

- 1. Contrast between
- 2. Summary, review, and etc.

Event/Concept/Concept - definition



→ Event/Concept/Concept

- main sub main sub
- main sub main sub

And Notetaking Guide Science Answer

**Joyce N. French, Nancy J.
Ellsworth, Marie Z. Amoruso**



And Notetaking Guide Science Answer:

Reading and Writing in Science Maria C. Grant, Douglas Fisher, 2010 Written by a science educator and a literacy expert this resource gives secondary science teachers an approach for developing students disciplinary literacy so they can access science content **Glencoe Science** McGraw-Hill Staff, 2001-09 **Answers to Your Biggest Questions About Teaching Secondary Science** Karen Mesmer, Enya Granados, Kevin Gant, Laura Shafer, Ayanna D. Perry, 2024-01-16 Your guide to grow and flourish as a science teacher The past two decades have seen a paradigm shift in science education thanks in large part to the Next Generation Science Standards NGSS which advocate a move away from procedural lab investigations and direct instruction and toward increased emphasis on reasoning sensemaking phenomena exploration problem solving and collaboration Under this new paradigm students are learning real science as scientists practice it so that more and more students are actively investigating questions and pursuing solutions of their own making As part of the Five to Thrive series for early career educators this comprehensive guide provides those who are new to teaching science as well as seasoned teachers looking to enhance their practice the fundamentals to develop best teaching practices that reflect their students experiences and requirements Written by experienced science educators **Answers to Your Biggest Questions About Teaching Secondary Science** provides practical guidance on successful strategies and techniques for teaching science in a way that gives every student the opportunity to learn grow and achieve at high levels while providing opportunities to develop their agency and authority in the classroom ultimately resulting in a positive science identity The book is organized around five overarching questions and answers that will help you most thrive in your secondary science classroom How do I build a positive science community How do I structure organize and manage my science class How do I engage my students in science How do I help my students talk about science How do I know what my students know and how can I use that information to plan and move them forward The book concludes with a sixth question Where do I go from here that provides guidance for growing your practice over time including discussions on self care advocating for students and an extensive discussion on growing your professional network Woven throughout you ll find helpful sidebar notes on fostering identity and agency access and equity teaching in different settings and invaluable resources for deeper learning Strive to become the best science educator you can be your students are counting on it *Essential Guides for Early Career Teachers: Using Cognitive Science in the Classroom* Kelly Richens, 2025-02-28 Linked to the Early Career Framework this book provides an understanding of cognitive load theory and its application to teaching for all those training or new to the job Cognitive science is fast becoming the cornerstone for understanding how students learn and is revolutionising the way we teach pupils at both primary and secondary levels The techniques informed by cognitive science are evidence based and proven to work providing clear benefits for both the early career teacher and your pupils This book outlines the principles of cognitive load theory and metacognition so that you can feel in control of your own learning and understand how to harness the learning of

your students It provides concise explanations and practical strategies that you can use in the classroom enabling you to confidently plan and teach lessons with a reflective metacognitive approach underpinned by key cognitive science principles

30+ Movement Strategies to Boost Cognitive Engagement Rebecca Stobaugh,2022-11-28 Research shows student movement in the classroom is integral to improving cognitive engagement But how do you integrate movement and instruction seamlessly and effectively Author Rebecca Stobaugh guides the way with research backed strategies utilizing classroom design class climate and classroom management Explore a variety of ways to reimagine your teaching practices and get your students moving while they are actively learning This book will help K 12 educators Implement movement based activities to improve student engagement Create a classroom climate that models safety and belonging for all students Utilize various strategies for students to participate in pairs groups and teams Understand the research behind cognitive engagement and embodied learning Explore the concept of movement integration in the classroom Contents Introduction Chapter 1 Understanding Student Engagement Chapter 2 Integrating Movement in the Classroom Chapter 3 Moving in Pairs Chapter 4 Moving in Groups Chapter 5 Moving With Games Chapter 6 Cementing a Culture of Engagement References and Resources Index

Student Study Guide Peter L. Kresan,Reed Mencke,Frank Press,Raymond Siever,2003-09-25 This reconceptualization of the text Understanding Earth reflects the fundamental changes in the field of physical geology over the past several years

Proceedings of the 4th International Conference on Innovation in Education, Science and Culture, ICIESC 2022, 11 October 2022, Medan, Indonesia Baharuddin,Hesti Fibriasari,Juniastel

Rajagukguk,2022-12-22 We are delighted to present the Proceedings of the 4th International Conference on Innovation in Education Science and Culture ICIESC that organized by Research and Community Service Centre of Universitas Negeri Medan LPPM UNIMED Proceedings of the 4th ICIESC contains several papers that have presented at the seminar with theme Education and Science in time of uncertainty Recovering for the Future This conference was held on 11 October 2022 virtually and become a routine agenda annually The 4th ICIESC was realized this year with various presenters lecturers researchers and students from universities both in and out of Indonesia The 4th International Conference on Innovation in Education Science and Culture ICIESC 2022 shows up as a Mathematics and Natural Science Material Science Physics Education Biology Education Chemistry Education Vocational Education Applied Sciences Computers Multimedia Technology Applied Mathematics E learning system Applied Sciences Information Technology Applied Sciences Engineering Social Science and Humanities Management Innovation and Heritage Culture research platform to gather presentations and discussions of recent achievements by leading researchers in academic research With the number participants 260 participants who came from the various national and international universities member research institute and academician There are 181 papers passed through rigorous reviews process and accepted by the committee All of papers reflect the conference scopes and become the latest trend It has been our privilege to convene this conference Our sincere thanks to the

conference organizing committee to the Program Chairs for their wise advice and brilliant suggestion on organizing the technical program and to the Program Committee for their thorough and timely reviewing of the papers Recognition should go to the Local Organizing Committee members who have all worked extremely hard for the details of important aspects of the conference programs and social activities We welcome you to read this proceeding and hope the reader can find according to your interests and scientific field

Reading and Learning Disabilities Joyce N. French, Nancy J. Ellsworth, Marie Z. Amoruso, 1995 First Published in 1995 Routledge is an imprint of Taylor Francis an informa company

The New Art and Science of Teaching Science Brett Erdmann, Steven M. Wood, Troy Gobble, Robert J. Marzano, 2022-09-06 Strengthen science education practice based on Robert J Marzano s instructional framework the New Art and Science of Teaching Readers will learn 10 design areas within the categories of feedback content and context examine proven instructional elements embedded in the framework and gain strategies for improving teacher effectiveness and collaboration in the science classroom Driven by data this book positions teachers to nurture student success Teacher leaders can unite their teams to Understand the New Art and Science of Teaching model as it applies to science instruction Learn to engage and motivate students through a wide variety of instructional strategies Better utilize formal and informal assessments Improve the organization and layout of the classroom to facilitate student growth Understand how to implement the various guiding questions for curriculum design to best plan classroom strategies Contents Introduction Part I Feedback Chapter 1 Providing and Communicating Clear Learning Goals Chapter 2 Using Assessments Part II Content Chapter 3 Conducting Direct Instruction Lessons Chapter 4 Conducting Practicing and Deepening Lessons Chapter 5 Conducting Knowledge Application Lessons Chapter 6 Using Strategies That Appear in All Types of Lessons Part III Context Chapter 7 Using Engagement Strategies Chapter 8 Implementing Rules and Procedures and Building Relationships Chapter 9 Developing Expertise Afterword Appendix A The New Art and Science of Teaching Framework Overview Appendix B List of Figures and Tables References and Resources Index

Reading, Writing, and Inquiry in the Science Classroom, Grades 6-12 Kathleen Chamberlain, Christine Corby Crane, 2008-09-26 The strategies align with what our preservice and veteran teachers need to teach in today s classrooms From newspapers magazines and research reports to adolescent trade books the authors offer numerous strategies for supplementing science classes with various reading materials Amy M Rogers Instructor of Education Lycoming College Williamsport PA Combine literacy and inquiry based instruction to advance student achievement in science Integrating reading and writing with inquiry in the science classroom can present a challenge for teachers who may not have a background in reading instruction and who may be concerned about how to strengthen students literacy skills while effectively teaching science content In this timely resource Kathleen Chamberlain and Christine Corby Crane demonstrate how nurturing strong communication skills can have a significant impact on student performance and provide research based strategies for successfully integrating literacy skills with science instruction Packed with information about reading and

writing pedagogy science standards adolescent and young adult literature and lesson design this book Addresses the relationship between reading and science education including the use of textbooks and other materials Offers methods for teaching writing in the science classroom Highlights the role of technology in enhancing students science knowledge Includes sample lesson plans graphic organizers and templates suitable for any secondary science classroom with modifications for students with special needs The ultimate blend of theory and practice Reading Writing and Inquiry in the Science Classroom Grades 6 12 helps educators foster the skills to communicate science ideas and experiences and give students an academic advantage

And Notetaking Guide Science Answer Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**And Notetaking Guide Science Answer**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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