

STEAM LESSON PLAN – Week of 8/30/21 to 9/3/21

CCC Meeting		CCC Norms	CCC Meeting Guide
Subject:	STEAM	<ul style="list-style-type: none"> • Be on time • Be respectful • Be prepared 	<ol style="list-style-type: none"> 1. What do we want students to learn? <ul style="list-style-type: none"> • Lesson Plan 2. How do we know if students learned it? <ul style="list-style-type: none"> • Create Common Assessments • Review & Assess Data 3. What do we do when students don't learn it? <ul style="list-style-type: none"> • Discuss Possible Strategies 4. What do we do when students learn it? <ul style="list-style-type: none"> • Celebrate! & Discuss Ideas
Unit:	1		
Week of:	8/30 to 9/3		
Members:	*Katie Mingledorff Leslie Harris Rachel Shively Robin Wann * Facilitator / **Note-taker		

WHAT DO WE WANT STUDENTS TO LEARN? <i>** Yellow colored days indicate formative or summative assessment days**</i>					
	MONDAY	TUESDAY	WEDNESDAY - <i>CoGat & 7th Grade Wide Myth Movie</i>	THURSDAY	FRIDAY
Learning Targets	<p>Today I am... reading and annotating a math article titled "Cooling up knowledge from Big Data using Data Science"</p> <p>So that I can... read and comprehend literary non-fiction texts</p> <p>In order to... understand the importance of data science and how it impacts our understanding of the world around us.</p>	<p>Today I am... discussing how I can learn from my mistakes</p> <p>So that I can... generate awareness about my own learning and growth.</p> <p>In order to... feel confident making mistakes in my daily life in order to learn new things.</p>	<p>N/A</p>	<p>Today I am... post my week 5 grades on my progress chart.</p> <p>So that I can... become more responsible for my academics.</p> <p>In order to... effectively use my ELT period to complete assignments and/or missing work.</p>	<p>Today I am... working on my data collection & analysis project.</p> <p>So that I can... engage in the engineering design process.</p> <p>In order to... Create my final mini-poster graphic.</p>
Content Standards	MGSE7.RP.2b - Charts, Graphs, Maps MGSE7.SP.1 - Data Collection	School-wide SEL program – 2 nd Step	<p>N/A</p>	Goal Setting and Organizational Skills	MGSE7.RP.2b - Charts, Graphs, Maps MGSE7.SP.1 - Data Collection **Gather, analyze, and interpret data

					50.07210 - Graphic Art
Opening	Discuss – What do you think a data scientist is? Why is data collected and organized/studied?	Discuss - What’s something new or difficult you did recently where you messed up or made a mistake?	N/A	Check in with students about their grades. Discuss - Ask students about trends that they may see so far. Downward or upward trends?	Discuss - How are plans for your project coming?
Lesson Plan	<ul style="list-style-type: none"> → Whole class, including teacher, will read the article <u>“Cooking Up Knowledge from Big Data using Data Science.”</u> → Students will annotate the article using the notice and note non-fiction reading strategy. → Discuss data collection and analysis project and rubric with students. Students can start the planning process for their project today. 	<ul style="list-style-type: none"> → Teacher and students will complete Unit 1, Lesson 3 of Second Step. → Students will complete student worksheet to accompany the lesson and turn it. → If time, students can take Membean quiz. 	N/A	<ul style="list-style-type: none"> → Students will look up their current grades in studentvue and post to their progress charts for week 5. Students will connect their week 5 grades to week three by a line to help visualize where their grades are trending. → Students will have an opportunity to ELT, with a focus on their grades and the pertinent work that needs to be completed. 	<ul style="list-style-type: none"> → Students will continue to work on their data collection and analysis project today in class. → Share project layout examples sheet with students during class today before they begin to layout and put together the mini posters.
Closing	Teacher will assign 1 st Membean quiz today, due Wed. 9/1. Homework: Membean Quiz – due Wed. 9/1	Homework: Membean Quiz – due Wed. 9/1 Membean training is due Sunday, 9/5 Beanstack – One-hour due Friday, 9/3 Two-Minute Tidy	Homework: Membean training is due Sunday, 9/5 Beanstack – One-hour due Friday,9/3 Two-Minute Tidy	Homework: Membean training is due Sunday, 9/5 Beanstack – One-hour due Friday, 9/3 Two-Minute Tidy	Homework: Membean training is due Sunday, 9/5 Two-Minute Tidy

	<p>Membean training is due Sunday, 9/5</p> <p>Beanstack – One-hour due Friday, 9/3</p> <p>Two-Minute Tidy</p>				
Graded Work	<p>Formative CW– Membean Quiz – due 9/1</p> <p>Formative CW – Annotated Big Data Article – due 8/30</p> <p>Formative Practice – Membean Training – due 9/5</p> <p>Formative Practice – 1 hr. in Beanstack - due 9/3</p>	<p>Formative CW – 2nd Step Lesson 3 Handout</p>	N/A	<p>Formative Classwork – Post Your Progress chart entry, week 5.</p>	<p>Summative – Data Collection/Graphic Project – due Wed. 9/8</p>
Notes	<ul style="list-style-type: none"> • Student copies of Big Data, Data Science article • Students have notice & note bookmarks. • Student copies of data collection project planning packet. • Student copies of project rubric • Data Scientist Explained - Cool Video 	<ul style="list-style-type: none"> • Copies of 2nd Step Lesson 3 Handout • 2nd Step Lesson 3 Video 		<ul style="list-style-type: none"> • Students will need copies of their post your progress chart. 	<ul style="list-style-type: none"> • Copies of mini-poster requirements sheet.

HOW DO WE KNOW IF STUDENTS LEARNED IT?					
Assessment (Current or Future)	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Formative - 1 st Membean Quiz <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative

WHAT DO WE DO WHEN STUDENTS DON'T LEARN IT?

<p>Differentiation and Specialized instruction & Strategies</p>			<ul style="list-style-type: none"> • Build in a bit of extra class time for those students who are not meeting the training expectation in Membean each week. • Conferencing with students about how they are using Membean and providing feedback on most efficient uses of Membean. • Providing incentives for students who train extra in Membean on a weekly basis (rewards, etc). • Membean remediates words 		
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WHAT DO WE DO WHEN STUDENTS DO LEARN IT?

<p>Differentiation and Specialized instruction & Strategies</p>			<p>Membean grows with the learner. Students who earn a proficient or exemplary score will be adequately challenged in their training cycles and exposed to new, higher level vocabulary words.</p>		
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STEAM ELEMENTS					
Engineering Design Process Stage	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input checked="" type="checkbox"/> Ask <input checked="" type="checkbox"/> Imagine <input checked="" type="checkbox"/> Plan <input checked="" type="checkbox"/> Create <input checked="" type="checkbox"/> Improve <input checked="" type="checkbox"/> Share
STEAM Connections (2 or More)	<input checked="" type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input checked="" type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	<input checked="" type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Math
Cross-Curricular Connections	<input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language
STEAM/Cross-Curricular Standards	MGSE7.RP.2b - Charts, Graphs, Maps MGSE7.SP.1 - Data Collection				MGSE7.RP.2b - Charts, Graphs, Maps MGSE7.SP.1 - Data Collection **Gather, analyze and interpret data 50.07210 - Graphic Art
STEAM/Cross-Curricular Vocabulary	Data Rates Charts/Graphs/Tables				Data Rates Charts/Graphs/Tables
Real-world Connection	Article describes the data collection and scrubbing process				Student pairs must develop a survey question that connects with a real-world problem for 7 th graders. They must also show how their results can impact or affect a real-world problem.

Career Connection	Statistician Data Analysis Data Scientists Computer Programming				Statistician Data Analysis Data Scientists Graphic Design
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