

2021-2022 Mabry CCC Lesson Plan

CCC Meeting		CCC Norms	CCC Meeting Guide
Subject:	ELA	<ul style="list-style-type: none"> • Be on time • Participate and share ideas • Stay on task • Be kind 	<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:	Argument (Infographic)		
Week of:	12/6-12/10		
Members:	Michelle Gottenberg* Jodie Parades** Katie Mingledorff Kim Morton		
* Facilitator / **Note-taker			

WHAT DO WE WANT STUDENTS TO LEARN?					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Targets	<p>Today I am... reading articles to gather information for an effective Infographic</p> <p>So that I can... write arguments to support claims with clear reasons and relevant evidence</p> <p>In order to... create an argumentative Infographic</p>	<p>Today I am... creating a blueprint for my infographic</p> <p>So that I can... write arguments to support claims with clear reasons and relevant evidence</p> <p>In order to... find balance in my amount of screen time</p>	<p>Today I am... creating an engaging Infographic about screen time</p> <p>So that I can... write arguments to support claims with clear reasons and relevant evidence</p> <p>In order to... find balance in my amount of screen time</p>	<p>Today I am... creating an engaging Infographic about screen time</p> <p>So that I can... write arguments to support claims with clear reasons and relevant evidence</p> <p>In order to... find balance in my amount of screen time</p>	<p>Today I am... creating an engaging Infographic about screen time and reflecting on the STEAM process</p> <p>So that I can... write arguments to support claims with clear reasons and relevant evidence</p> <p>In order to... find balance in my amount of screen time</p>
	Content Standards	7RI 1, 2, 6	7W1 a-e; 7RI 1, 2, 6	7W1 a-e; 7RI 1, 2, 6	7W1 a-e; 7RI 1, 2, 6

Opening	Mentor Sentence Warm Up	Mentor Sentence Warm Up	Mentor Sentence Warm Up	Mentor Sentence Warm Up	Mentor Sentence Warm Up
<p>Lesson Plan</p>	<ul style="list-style-type: none"> Students will finish recording information in Infographic organizer from "Are Phones Making Us Zombies" article. Students will read "Why Are We Sooooo Sleepy?" Students will continue to fill out infographic organizers. Students will watch <i>How is Binge Watching Ruining Our Health</i> https://www.youtube.com/watch?v=yUQf9L5h4sM and record facts for infographic and ways in which a student can FIND BALANCE 	<ul style="list-style-type: none"> Students will be sure infographic organizer is complete. (Formative check) Students will create a blueprint for infographic. Students should use white paper to sketch/design infographic. Students will use Infographic organizer as a guide (to include claim, reasoning, statistics, ways to find balance, pictures, color, and fonts). Teacher may provide template as a way to differentiate this activity. Teacher will show/model the use of Adobe Spark (See login directions and video in CTLS) 	<ul style="list-style-type: none"> Teacher will show/model the use of Adobe Spark (See login directions and video in CTLS) Students will use Infographic organizer as a guide (to include claim, reasoning, statistics, ways to find balance, pictures, color, and fonts). Students will consult directions a rubric given last week. Students will work in the computer lab to create engaging and informative infographics. 	<ul style="list-style-type: none"> Teacher will show/model the use of Adobe Spark (See login directions and video in CTLS) Students will use Infographic organizer as a guide (to include claim, reasoning, statistics, ways to find balance, pictures, color, and fonts). Students will consult directions a rubric given last week. Students will work in the computer lab to create engaging and informative infographics. 	<ul style="list-style-type: none"> Teacher will show/model the use of Adobe Spark (See login directions and video in CTLS) Students will use Infographic organizer as a guide (to include claim, reasoning, statistics, ways to find balance, pictures, color, and fonts). Students will consult directions a rubric given last week. Students will work in the computer lab to create engaging and informative infographics.
<p>Closing</p>	<ul style="list-style-type: none"> Discuss Blueprints Assessment: Infographic organizer (CW formative) 	<ul style="list-style-type: none"> Review Blueprints Assessment: Infographic (Summative) 	<ul style="list-style-type: none"> Check Student progress Reflect on progress using STEAM reflection form 	<ul style="list-style-type: none"> Check Student progress Reflect on progress using STEAM reflection form 	<ul style="list-style-type: none"> Share Infographics Reflect on process using STEAM reflection form

			<ul style="list-style-type: none"> Assessment: Infographic (Summative) 	<ul style="list-style-type: none"> Assessment: Infographic (Summative) 	<ul style="list-style-type: none"> Assessment: Infographic (Summative)
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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 type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative
	<i>Teacher Initials</i>	<i>Teacher Initials</i>	<i>Teacher Initials</i>	<i>Teacher Initials</i>	<i>Teacher Initials</i>
Data	# of Students Assessed	# of Students Assessed	# of Students Assessed	# of Students Assessed	# of Students Assessed
	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners
	% Proficient Learners	% Proficient Learners	% Proficient Learners	% Proficient Learners	% Proficient Learners
	% Emerging Learners	% Emerging Learners	% Emerging Learners	% Emerging Learners	% Emerging Learners
	% Beginning Learners	% Beginning Learners	% Beginning Learners	% Beginning Learners	% Beginning Learners

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

Differentiation and Specialized instruction & Strategies	Scaffolding article; model and support for lower readers	Provide Template for Blueprint in needed	Scaffold activity; individual or small group conferences on Argument writing and infographic	Scaffold activity; individual or small group conferences on Argument writing and infographic	Scaffold activity; individual or small group conferences on Argument writing and infographic
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WHAT DO WE DO WHEN STUDENTS DO LEARN IT?					
Differentiation and Specialized instruction & Strategies	Independent practice on identifying parts of an argument	Free-form Blueprints	Independent work on Infographic; Advanced features in Adobe Spark; Embedded QR codes	Independent work on Infographic; Advanced features in Adobe Spark; Embedded QR codes	Independent work on Infographic; Advanced features in Adobe Spark; Embedded QR codes

STEAM ELEMENTS					
Engineering Design Process Stage	<input checked="" type="checkbox"/> <input type="checkbox"/> Ask <input checked="" type="checkbox"/> <input type="checkbox"/> Imagine <input checked="" type="checkbox"/> <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input checked="" type="checkbox"/> <input type="checkbox"/> Ask <input checked="" type="checkbox"/> <input type="checkbox"/> Imagine <input checked="" type="checkbox"/> <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input checked="" type="checkbox"/> <input type="checkbox"/> Ask <input checked="" type="checkbox"/> <input type="checkbox"/> Imagine <input checked="" type="checkbox"/> <input type="checkbox"/> Plan <input checked="" type="checkbox"/> <input type="checkbox"/> Create <input checked="" type="checkbox"/> <input type="checkbox"/> Improve <input checked="" type="checkbox"/> <input type="checkbox"/> Share	<input checked="" type="checkbox"/> <input type="checkbox"/> Ask <input checked="" type="checkbox"/> <input type="checkbox"/> Imagine <input checked="" type="checkbox"/> <input type="checkbox"/> Plan <input checked="" type="checkbox"/> <input type="checkbox"/> Create <input checked="" type="checkbox"/> <input type="checkbox"/> Improve <input checked="" type="checkbox"/> <input type="checkbox"/> Share	<input checked="" type="checkbox"/> <input type="checkbox"/> Ask <input checked="" type="checkbox"/> <input type="checkbox"/> Imagine <input checked="" type="checkbox"/> <input type="checkbox"/> Plan <input checked="" type="checkbox"/> <input type="checkbox"/> Create <input checked="" type="checkbox"/> <input type="checkbox"/> Improve <input checked="" type="checkbox"/> <input type="checkbox"/> Share
STEAM Connections (2 or More)	<input checked="" type="checkbox"/> <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input checked="" type="checkbox"/> <input type="checkbox"/> Math	<input checked="" type="checkbox"/> <input type="checkbox"/> Science <input checked="" type="checkbox"/> <input type="checkbox"/> Technology <input checked="" type="checkbox"/> <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> <input type="checkbox"/> Art <input checked="" type="checkbox"/> <input type="checkbox"/> Math	<input checked="" type="checkbox"/> <input type="checkbox"/> Science <input checked="" type="checkbox"/> <input type="checkbox"/> Technology <input checked="" type="checkbox"/> <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> <input type="checkbox"/> Art <input checked="" type="checkbox"/> <input type="checkbox"/> Math	<input checked="" type="checkbox"/> <input type="checkbox"/> Science <input checked="" type="checkbox"/> <input type="checkbox"/> Technology <input checked="" type="checkbox"/> <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> <input type="checkbox"/> Art <input checked="" type="checkbox"/> <input type="checkbox"/> Math	<input checked="" type="checkbox"/> <input type="checkbox"/> Science <input checked="" type="checkbox"/> <input type="checkbox"/> Technology <input checked="" type="checkbox"/> <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> <input type="checkbox"/> Art <input checked="" type="checkbox"/> <input type="checkbox"/> Math
Cross-Curricular Connections	<input checked="" type="checkbox"/> <input type="checkbox"/> ELA <input checked="" type="checkbox"/> <input type="checkbox"/> Math <input checked="" type="checkbox"/> <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> <input type="checkbox"/> ELA <input checked="" type="checkbox"/> <input type="checkbox"/> Math <input checked="" type="checkbox"/> <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> <input type="checkbox"/> ELA <input checked="" type="checkbox"/> <input type="checkbox"/> Math <input checked="" type="checkbox"/> <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> <input type="checkbox"/> ELA <input checked="" type="checkbox"/> <input type="checkbox"/> Math <input checked="" type="checkbox"/> <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> <input type="checkbox"/> ELA <input checked="" type="checkbox"/> <input type="checkbox"/> Math <input checked="" type="checkbox"/> <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language
STEAM/Cross-Curricular Standards	<ul style="list-style-type: none"> Dopamine and its effect on the brain (S7.L.2) Statistics (7.SP.1) 	<ul style="list-style-type: none"> Dopamine and its effect on the brain (S7.L.2) Statistics (7.SP.1) Media Arts (MA.CR.1,2,3; MA.PR.1, 2, 3) 	<ul style="list-style-type: none"> Dopamine and its effect on the brain (S7.L.2) Statistics (7.SP.1) 	<ul style="list-style-type: none"> Dopamine and its effect on the brain (S7.L.2) Statistics (7.SP.1) Media Arts (MA.CR.1,2,3; MA.PR.1, 2, 3) 	<ul style="list-style-type: none"> Dopamine and its effect on the brain (S7.L.2) Statistics (7.SP.1)

	<ul style="list-style-type: none"> Media Arts (MA.CR.1,2,3; MA.PR.1, 2, 3) 		<ul style="list-style-type: none"> Media Arts (MA.CR.1,2,3; MA.PR.1, 2, 3) 		<ul style="list-style-type: none"> Media Arts (MA.CR.1,2,3; MA.PR.1, 2, 3)
STEAM/Cross-Curricular Vocabulary		Imagine/Brainstorm Storyboards Sketches Plan/Create Intentional Effects Improve Personal Choice Production	Imagine/Brainstorm Storyboards Sketches Plan/Create Intentional Effects Improve Personal Choice Production	Imagine/Brainstorm Storyboards Sketches Plan/Create Intentional Effects Improve Personal Choice Production	Imagine/Brainstorm Storyboards Sketches Plan/Create Intentional Effects Improve Personal Choice Production
Real-world Connection	How can screen time affect my health and well-being? How can I find a balance between screen time and real-life?	How can screen time affect my health and well-being? How can I find a balance between screen time and real-life?	How can screen time affect my health and well-being? How can I find a balance between screen time and real-life?	How can screen time affect my health and well-being? How can I find a balance between screen time and real-life?	How can screen time affect my health and well-being? How can I find a balance between screen time and real-life?
Career Connection					