

## 2021-2022 Mabry CCC Lesson Plan

| CCC Meeting                  |                                  | CCC Norms  | CCC Meeting Guide   |
|------------------------------|----------------------------------|--|---|
| Subject:                     | Foreign Language                 | <ul style="list-style-type: none"> <li>• Appreciate another's expertise</li> <li>• Open your mind to new ways of thinking</li> <li>• Unite in purpose/improved student learning</li> <li>• Work together as a collaborative community</li> </ul> | <ol style="list-style-type: none"> <li>1. What do we want students to learn?                             <ul style="list-style-type: none"> <li>• Lesson Plan</li> </ul> </li> <li>2. How do we know if students learned it?                             <ul style="list-style-type: none"> <li>• Create Common Assessments</li> <li>• Review &amp; Assess Data</li> </ul> </li> <li>3. What do we do when students don't learn it?                             <ul style="list-style-type: none"> <li>• Discuss Possible Strategies</li> </ul> </li> <li>4. What do we do when students learn it?                             <ul style="list-style-type: none"> <li>• Celebrate! &amp; Discuss Ideas</li> </ul> </li> </ol> |
| Unit:                        | Unit 1                           |  |   |
| Week of:                     | Nov. 1-5                         |  |   |
| Members:                     | Eve Israel and Cassandra Pennisi |  |   |
| * Facilitator / **Note-taker |                                  |  |   |

| WHAT DO WE WANT STUDENTS TO LEARN? |                                     |                              |  |   |  |
|------------------------------------|-------------------------------------|------------------------------|--|---|--|
|                                    | Monday, Nov. 1                      | Tuesday, Nov. 2              | Wednesday, Nov. 3  | Thursday, Nov. 4  | Friday, Nov. 5                             |
| Learning Targets                   | Reality U Event-No Academic Classes | Teacher Work-Day-No Students | Today I am in the computer lab so that I can research my selected element in order to prepare for the writing process of the STEAM Performance Task. | Today I am analyzing numbers 60-100 so that I can write my element mass and I am beginning work on the STEAM unit performance product so that I can use subjects, the verb être, and adjectives in written and spoken French. | CCSD ATLANTA BRAVES CELEBRATION HOLIDAY!!! |
| Content Standards                  |                                     |                              | See standards last page.   | See standards last page.  |  |
| Opening                            |                                     |                              | Warm-Up: None due to lab research for STEAM project<br><br>Greetings, Roll, Recitation (calendar board), Song (if using)                             | Warm-Up: Analyze numbers 60-100<br><br>Greetings, Roll, Recitation (calendar board), Song (if using)  |  |
| Lesson Plan                        |                                     |                              | 1) Research element and record information based on the prompts on lab research sheet  | 1) Go over WU<br><br>2) Project preparations: rules, Fred Astaire & Ginger Rogers video, partner and seat assignments<br><br>3) Begin writing conversation on handout (teacher-directed work)                                 |  |

|         |  |  |  |  |  |
|---------|--|--|--|--|--|
| Closing |  |  |  |  |  |
|---------|--|--|--|--|--|

**HOW DO WE KNOW IF STUDENTS LEARNED IT?**

|                                   |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|
| Assessment<br>(Current or Future) | <input type="checkbox"/> Formative<br><input type="checkbox"/> Summative | <input type="checkbox"/> Formative<br><input type="checkbox"/> Summative | <input type="checkbox"/> Formative<br><input type="checkbox"/> Summative | <input type="checkbox"/> Formative<br><input type="checkbox"/> Summative | <input type="checkbox"/> Formative<br><input type="checkbox"/> Summative |
|                                   | Teacher Initials   | Teacher Initials   | Teacher Initials   | Teacher Initials   | Teacher Initials   |
| 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 |  |  | Pairs were formed strategically considering levels of achievement and behavior, as well as social-emotional concerns. | Pairs were formed strategically considering levels of achievement and behavior, as well as social-emotional concerns. |  |
|--|--|--|---|---|--|

**WHAT DO WE DO WHEN STUDENTS DO LEARN IT?**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Differentiation and Specialized instruction & Strategies |  |  |  |  |  |
|--|--|--|--|--|--|

**STEAM ELEMENTS**

|                                   |  |  |   |   |  |
|-----------------------------------|--|--|---|---|--|
| Engineering Design Process Stage  | <input type="checkbox"/> Ask<br><input type="checkbox"/> Imagine<br><input type="checkbox"/> Plan<br><input type="checkbox"/> Create<br><input type="checkbox"/> Improve<br><input type="checkbox"/> Share | <input type="checkbox"/> Ask<br><input type="checkbox"/> Imagine<br><input type="checkbox"/> Plan<br><input type="checkbox"/> Create<br><input type="checkbox"/> Improve<br><input type="checkbox"/> Share | <input checked="" type="checkbox"/> Ask<br><input checked="" type="checkbox"/> Imagine<br><input checked="" type="checkbox"/> Plan<br><input checked="" type="checkbox"/> Create<br><input checked="" type="checkbox"/> Improve<br><input type="checkbox"/> Share | <input checked="" type="checkbox"/> Ask<br><input checked="" type="checkbox"/> Imagine<br><input checked="" type="checkbox"/> Plan<br><input checked="" type="checkbox"/> Create<br><input checked="" type="checkbox"/> Improve<br><input type="checkbox"/> Share | <input type="checkbox"/> Ask<br><input type="checkbox"/> Imagine<br><input type="checkbox"/> Plan<br><input type="checkbox"/> Create<br><input type="checkbox"/> Improve<br><input type="checkbox"/> Share |
| STEAM Connections (2 or More)     | <input type="checkbox"/> Science<br><input type="checkbox"/> Technology<br><input type="checkbox"/> Engineering<br><input type="checkbox"/> Art<br><input type="checkbox"/> Math                           | <input type="checkbox"/> Science<br><input type="checkbox"/> Technology<br><input type="checkbox"/> Engineering<br><input type="checkbox"/> Art<br><input type="checkbox"/> Math                           | <input checked="" type="checkbox"/> Science<br><input type="checkbox"/> Technology<br><input checked="" type="checkbox"/> Engineering<br><input checked="" type="checkbox"/> Art<br><input type="checkbox"/> Math   | <input checked="" type="checkbox"/> Science<br><input type="checkbox"/> Technology<br><input checked="" type="checkbox"/> Engineering<br><input checked="" type="checkbox"/> Art<br><input type="checkbox"/> Math   | <input type="checkbox"/> Science<br><input type="checkbox"/> Technology<br><input type="checkbox"/> Engineering<br><input type="checkbox"/> Art<br><input type="checkbox"/> Math                           |
| Cross-Curricular Connections      | <input type="checkbox"/> ELA<br><input type="checkbox"/> Math<br><input type="checkbox"/> Science<br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Foreign Language                  | <input type="checkbox"/> ELA<br><input type="checkbox"/> Math<br><input type="checkbox"/> Science<br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Foreign Language                  | <input type="checkbox"/> ELA<br><input type="checkbox"/> Math<br><input checked="" type="checkbox"/> Science<br><input type="checkbox"/> Social Studies<br><input checked="" type="checkbox"/> Foreign Language   | <input type="checkbox"/> ELA<br><input type="checkbox"/> Math<br><input checked="" type="checkbox"/> Science<br><input type="checkbox"/> Social Studies<br><input checked="" type="checkbox"/> Foreign Language   | <input type="checkbox"/> ELA<br><input type="checkbox"/> Math<br><input type="checkbox"/> Science<br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Foreign Language                  |
| STEAM/Cross-Curricular Standards  |  |  | See below   | See below   |  |
| STEAM/Cross-Curricular Vocabulary |  |  | See below   | See below   |  |
| Real-world Connection             |  |  | Meeting a "stranger" in a café setting  | Meeting a "stranger" in a café setting  |  |
| Career Connection                 |  |  |   |   |  |



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# Elements 'R Us strictly adheres to the following industry-leading standards.

## FL Standards:

**MLI.P1:** The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.

- A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
- B. Give basic information about self and others including school, family, activities, etc.
- C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

**MLI.P2:** The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

- A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.
- B. Demonstrate comprehension of rehearsed material.

**MLI.CCC1:** The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

- C. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

## Science Standard:

S8P1. Obtain, evaluate, and communicate information about the structure and properties of matter.

- e. Develop models (e.g., atomic-level models, including drawings, and computer representations) by analyzing patterns within the periodic table that illustrate the structure, composition, and characteristics of atoms (protons, neutrons, and electrons) and simple molecules.

## Performance Standards:

TA7.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Incorporate multi-disciplinary aspects into theatre performance.

TA8.PR.1 Act by communicating and sustaining roles in formal and informal environments.

Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement).

***Incorporate your element's characteristics into your portrayal.***

***Ex. If you are polonium or arsenic, you're deadly! So, your character might be mean sounding/acting.***

***Ex. Calcium is needed to make bones strong, so act strong and powerful!***

TA8.PR.2 Execute artistic and technical elements of theatre.

- a. Incorporate artistic and technical elements into a theatre production.

***Ex. Use props! Use your acting notes.***

TA8.RE.1 Engage actively and appropriately as an audience member.

- d. Demonstrate appropriate audience behaviors.

## Fine Arts Standards:

VA.CR.1 Visualize and generate ideas for creating works of art

VA.CR.2 Incorporate formal and informal components (color scheme, space, subject matter) to create works of art

VA.CN.1 Develop personal artistic voice through connecting uses of art within a variety of...contexts: cross-curricular connections.