# PCMS DCSD VIRTUAL LEARNING LESSON PLAN

| TEACHER | A Campbell | GRADE/COURSE | 6th Grade/Exploring Tech (6th Per.) |
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| Co-Teacher | | LIVE SESSION LINK (DATE/TIME) | 6th Period https://meet.google.com/lookup/dzd5jgbtqt?authuser=0&hs=179 |
| WEEK OF | 8/17 – 8/21/2020 | | |
| STANDARDS | STEM-FET-1 Demonstrate employability skills required by business and industry. 1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities Demonstrate creativity by asking challenging questions and applying innovative procedures and methods 1.2 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. . | | |
| LEARNING TARGET(S) | In this unit, students will be able to: <ul><li>Collaborate with others to effectively solve a problem.</li><li>Design, construct, test, and modify their design solutions to satisfy a problem.</li><li>Understand the importance of the engineering design process</li><li>Set up an Engineering Design Documentation Report with the Engineering design process outline and steps</li></ul> | | |
| SUCCESS CRITERIA | Students demonstrates the ability to communicate effectively and efficiently with one another through mock interviews using an electronic communication medium. By allowing students to respond to the interview in a virtual video, communication skills are reinforced. **Big Idea** The 21st-century skills of collaboration and communication are increasingly important as students look to their future careers. **Purpose** The purpose of this lesson is to develop positive peer and teacher relationships. | | |
| RESOURCES | Web Resource: www.flipgrid.com Downloadable file: File FFD.3.1 Interview Questions Downloadable PowerPoints and Activities | | |
| VOCABULARY | | | |

| | Synchronous Activity/Direct Instruction | Asynchronous Activity/Direct Instruction | Time Allotted (in minutes) | Differentiation | Grading Protocol Category |
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| **Monday** | The teacher will begin the class by explaining the syllabus. The teacher will review established class policies. The teacher will review acceptable levels of performance for Above Target, On Target, and Below Target. | The teacher will review the interview questions and ask students if they feel the questions cover information necessary for a job interview. Students are asked to redesign the questions and create a mock interview for an after-school job. The students' knowledge, skills, and attitudes are assessed through formative teacher observations and questioning. Using the interview questions, students will introduce themselves to the class. At the completion of the activity, the teacher will share student videos with the class. | 30 minutes | Re-enforce: Students will send in written responses to interview questions.\n\nEnrich: Students will hold a mock interview for a fictional job using a partner as the interviewer. | Classwork |
| **Tuesday** | Same lesson platform previous day instituted for Tuesday classes. | Same lesson platform previous day instituted for Tuesday classes. | | | |
| **Wednesday** | Planning Day (Class does not meet) | Planning Day (Class does not meet) | | | |

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| **Thursday** | Teacher will assess where the students are in regard to their knowledge about technology by administering a pretest<br><br>Following pre-test:<br>Teacher will define basic course related terms that explain the difference between engineering vs. technology.<br><br>Teacher will explain the difference between the roles of an engineer, technologist, and technician. | Students will take a 20-minute pretest in Google Classroom.<br><br>Students will complete summary activity document in Google Classroom to demonstrate understanding of basic engineering terms. (HW) | 30 minutes | Re-enforce:<br><br>Enrich: Students may create PowerPoint to provide definitions of engineering terms and pictures that show engineers, technologists, and technicians doing their specific jobs. | Prior Knowledge Homework |
| **Friday** | Same lesson from previous day instituted for Tuesday classes. | Same lesson from previous day instituted for Tuesday classes. | | | |

The DeKalb County School District Virtual Learning Lesson Plan Template is a modified lesson plan template to be used by the classroom teacher, student, and parent to monitor daily and weekly assignments for all virtual learning experiences.  The lesson plan will provide students with guiding questions, lesson content, and formative practice activities.  It is the expectation that the Virtual Learning Lesson Plan template is completed and uploaded in VERGE or Google Classroom for immediate access by the student and parent prior to the instructional week.

## What you will need to provide students and parents when using the Virtual Learning Lesson Plan:

- **ACCESS TO LINKS FOR THE LESSON ACTIVITIES**.  You can do this by copying and pasting the links you wish to use from various instructional sites to the lesson plan.  Be sure to follow the acceptable use policy you agreed to when you gained access to the content.
  **HELPFUL RESOURCES AND LINKS**
  > Georgia Standards of Excellence https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx
  > Georgia Public Broadcast https://www.gpb.org/education/learn
- **PROVIDE CLEAR INSTRUCTIONS**.  You can do this by explicitly stating the student actions as aligned to the Success Criteria.  Additionally, instructions should be clear on how you want students to use the content material to achieve the Learning Target(s).
- **ENGAGE STUDENTS WITH GRADE-APPROPRIATE ACTIVITIES**.  You can do this by completing the work prior to assigning the activity to students to ensure it is aligned to the standards, promotes deep engagement, and establishes high expectations.
- **COMMUNICATE THE DURATION OF ACTIVITIES**.  You can do this by providing an estimate of how long the activity should take for completion.  Providing this information helps parents and students plan appropriately for the weekly virtual learning experience.

## What you will need to do when completing the Virtual Lesson Plan:

- **LEARNING TARGETS/SUCCESS CRITERIA**.  You will need to identify in a concise manner the specific Learning Targets (What students will learn about and gain an understanding of?) and Success Criteria (What students will demonstrate knowledge of and show mastery of?) for the week.
- **LIVE SESSION LINK with DATE(S)/TIME(S).**  You will need to provide the platform (Microsoft Teams or Zoom), access information, date and time of the LIVE session.  The LIVE session should be an opportunity to promote academic discourse around the weekly Learning Target(s).  You can conduct mini-lessons, modeling, demonstrations, Socratic Seminars, etc.  Student participation is required for all LIVE sessions unless there are technical difficulties that are communicated by the parent/guardian.  There should always be an alternative assignment provided for LIVE sessions.  **LIVE sessions CANNOT be recorded without parental permission and a Media Release Form.**
- **DAILY AND WEEKLY PLAN**.  You will need to provide no more than three activities for a day.  The daily activities should not exceed the listed recommended allowances for completion taking into consideration the needs of each individual student learning modalities.  Each activity should list the estimated amount of time for completion along with the alignment to the DCSD Grading Protocol.  This information is provided to help students and parents monitor grades and equitable distribution of assignments across the grading protocol.  Finally, the "Complete" section is for teachers and students to check that the assignment was uploaded and completed.
- **TIERED SUPPORT**.  You will need to identify the accommodations that are made for various groups of students for the activity.  Consider the following groups of students as you plan activities and consider accommodations:  Exceptional Education, English Learners, Gifted, Struggling Learners, etc.

There are various forms of content that can be used to complete the Virtual Learning Lesson Plan such as text, video, audio, and practice opportunities.  Use the content from district and/or school purchased instructional resources along with Open Educational Resources (OER) to create an academically challenging virtual learning environment.

**Note 1:**  Elementary self-contained teachers will be allowed to integrate concepts/skills across multiple content areas into one lesson plan as appropriate based upon the Georgia Standards of Excellence.

**Note 2:**  The use of the "Multiplier" in Infinite Campus should only be applied upon approval by the local principal and/or designee.