

## PCMS DCSD VIRTUAL LEARNING LESSON PLAN

<b>TEACHER</b>	A Campbell	<b>GRADE/COURSE</b>	6 <sup>th</sup> Grade/Exploring Tech (6th Per.)
<b>Co-Teacher</b>		<b>LIVE SESSION LINK (DATE/TIME)</b>	6th Period <a href="https://meet.google.com/lookup/dzd5jgbtqt?authuser=0&amp;hs=179">https://meet.google.com/lookup/dzd5jgbtqt?authuser=0&amp;hs=179</a>
<b>WEEK OF</b>	8/24 – 8/29/2020		
<b>STANDARDS</b>	<b>ENGR-EET-1:</b> Students will examine the nature of engineering & technology. <b>ENGR-EET-2:</b> Students will evaluate the impacts of engineering & technology on society		
<b>LEARNING TARGET(S)</b>	Define engineering & technology Compare the relationship of math and science to engineering & technology Explore the historical periods of engineering & technology Examine the effects of engineering & technology on society including social, cultural, political, economic and environmental impacts		
<b>SUCCESS CRITERIA</b>	Engineers are problem solvers that use math and science to create technologies that impact greatly the way people live in a society. Technology is generally defined as improvement to tools, resources, and skills that make human tasks easier and technology is always changing.		
<b>RESOURCES</b>	Engineering By Design ( <a href="https://www.iteea.org/Community/36937/3441.aspx">https://www.iteea.org/Community/36937/3441.aspx</a> ) Downloadable file: Downloadable PowerPoints and Activities		
<b>VOCABULARY</b>	Engineering, Technology. Impact, Technologist,		

	<b>Synchronous Activity/Direct Instruction</b>	<b>Asynchronous Activity/Direct Instruction</b>	<b>Time Allotted (in minutes)</b>	<b>Differentiation Tiered Support</b>	<b>Grading Protocol Category</b>
Monday	-Teacher will define engineering and technology -Teacher will list the differences in the role of an engineer, technician, and a technologist -Teacher will construct a Venn diagram together with students to compare the role and scope of technology with the role and scope of engineering. -Teacher will give examples of how science and math is used to create/improve technologies.	Student will conduct research on the definition of engineering by viewing online website ( <a href="http://whatisengineering.com">http://whatisengineering.com</a> ) explaining what is engineering and write a short summary of what they learned on the website. Student will conduct research on the definition of technology by viewing online website <a href="https://www.youtube.com/watch?v=Giiz81_uzK8">https://www.youtube.com/watch?v=Giiz81_uzK8</a> explaining what is technology and write a short summary of what they learned on the website. Student will answer oral exit questions about today's lesson as a means of review	30 minutes	.	Classwork
Tuesday	Same lesson platform previous day instituted for Tuesday classes.	Same lesson platform previous day instituted for Tuesday classes.			

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Wednesday	Planning Day (Class does not meet)	Planning Day (Class does not meet)			
Thursday	<p>-Teacher and students will brainstorm to determine important events and milestones in the development of technology over time.</p> <p>-Teacher explains “why” technological event was significant in terms of its social, cultural, political, economic and environmental impacts</p> <p>-Teacher and student discusses time periods of history as determined by significant changes in technology.</p>	<p>-Students record in their notes a list of the “technology” time periods.</p> <p>-Student chooses an important historical development in technology AND the associated technology time period and researches its social, cultural, political, economic or environmental effect on society.</p> <p>-Students creates PowerPoint, based on a rubric, that explains what they found in their research</p>	30 minutes	<p><u>Re-enforce:</u> Student may request extra time to complete assignment.</p> <p><u>Enrich:</u> Students may create a oral report in FlipGrip to provide understanding of historical impact of a engineering advancement on society.</p>	Classwork
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.