TEACHER	A Campbell	GRADE/COURSE	8th Grade/Tech Systems (2nd Period)
Co-Teacher		LIVE SESSION LINK (DATE/TIME)	2nd Period https://meet.google.com/lookup/efdsnzwdy7
WEEK OF	8/24 – 8/28/2020	LIVE SESSION DATE(S)	Mon/Wed. 10:05-11:00am
STANDARDS	**STL 11** - will develop the abilities to apply the design process. **ENGR-EET-1:** Students will examine the nature of engineering & technology. a) Define engineering & technology b) Compare the relationship of math and science to engineering & technology **ENGR-TS-2:** The students will develop an understanding of how the design process is used to develop a technological system **MSENGR-TS-1:** The students will develop an understanding of the Universal Systems Model. a) Define Universal Systems Model b) Identify the components of a system c) Examine a variety of simple, common systems **MSENGR-TS-2:** The students will develop an understanding of how the design process is used to develop a technological system. a) Identify the steps of the design process b) Identify how systems are used in a variety of settings c) Illustrate how the systems model is utilized in the production of goods		
LEARNING TARGET(S)	a) Define engineering & technology b) Compare the relationship of math and science to engineering & technology c) Define Universal Systems Model d) Identify the components of a system e) Examine a variety of simple, common systems		
SUCCESS CRITERIA	Students will develop an understanding of the attributes of design. Student will answer the questions, "What is engineering? What is technology?" Student will know how the universal systems model used to classify parts of systems?		
RESOURCES	Downloadable PowerPoints and Activities from EbD curriculum		
VOCABULARY	Engineering, Technology, Engineering Design Process, Constraints, Criteria		

	Synchronous Activity/Direct Instruction	Asynchronous Activity/Direct Instruction	Time Allotted (in minutes)	Differentiation Tiered Support	Grading Protocol Category
Monday	Teacher explains that engineers develop systems-based solutions to solve problems Teacher will discuss with students the technological systems that are represented in the various types of engineering. Teacher and student will, as an example of model use, discuss building a school and define each engineering system and type of engineer that is necessary to complete the building project Students will view areas/fields of engineering using the Internet Students will take notes and participate in class discussion	Using the Department of Labor Online Occupational Outlook Handbook website as a resource, student will create a PowerPoint called "TOP Fields of Engineering" Students will List the Top 10 Fields of Engineering according to the Internet research. Give a brief description (2-4 sentences for each field) and describe the type of work that a person does in EACH of the top 10 fields of engineering. ALSO include the salary and educational training required for EACH field	30 minutes (Synchronous Activity/Direct Instruction)	Student may be given extended time to complete the assignment Student may request to attend live tutor session with teacher on Tuesday morning	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)			
Thursday	Teacher will explain the Universal Systems Model Teacher and student will discuss the elements of the Universal Systems Model Teacher will demonstrate the application of the universal systems model to the operation of a computer system and a home alarm system. Teacher and student will, as an example of model use, discuss building a school and define each engineering systems that is necessary to complete the building project Teacher provides example from an Internet source illustrating how the systems model is utilized in the production of goods	Watch PowerPoint on the Universal System Model and THEN complete assignment sheet with review questions based on the PowerPoint Student work in pairs to create a PowerPoint based presentation explaining in detail how engineers use a systems model to produce a commonly used good. Students presents presentation to the class via Flipgrid and explains application of the system model to the production of the good that they chose.	30 minutes (Synchronous Activity/Direct Instruction)	Student may be given extended time to complete the assignment Student may request to attend live tutor session with teacher on Friday morning	Class Work

Friday	Same lesson platform previous day instituted for Tuesday classes.	Same lesson platform 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.