

**LESSON PLAN TEMPLATE: Transform RI-Day 1**

Total Time of Lesson: 60 minutes

**Standard 1: Planning and Preparation**

**Component 1.1: Demonstrating Knowledge of Content & Students**

<b>Performance Indicators</b>	<b>Educator Evidence</b>
<p>1.1a <i>Knowledge of Content</i> RIPTS 1,2,3,4,5 INTASC 4,5</p>	<p><b>List important concepts/skills addressed in this lesson:</b></p> <ol style="list-style-type: none"><li>1. Analyze the cultural environment of one’s school by:<ol style="list-style-type: none"><li>a. Researching the demographic and socioeconomic populations of the community</li><li>b. Gathering evidence to support this research</li><li>c. Presenting and communicating these findings in a clear and coherent format using academic language</li></ol></li><li>2. Conduct a needs assessment based on your research findings by:<ol style="list-style-type: none"><li>a. Identify specific needs of your school community</li><li>b. Specify desired outcomes if these needs are met</li></ol></li></ol> <p><b>Describe how lesson concepts are related to other disciplines:</b></p> <p>The skills listed above can be found in <i>all</i> content areas within the Common Core, spanning from Grades 9-12: Analysis, Research, Gathering Evidence, Presentation &amp; Communication of Findings, Conducting a Needs Assessment, Identifying Specific Needs, Specifying Outcomes</p>
<p>1.1b <i>Knowledge of Students</i> RIPTS 1,2,3,4,5 INTASC 1,2</p>	<p><b>OVERVIEW OF STUDENTS:</b> Give a brief overview of the students involved in the lesson (i.e., student skills, knowledge, interests, cultural background, specific learning needs, linguistic considerations).</p> <p style="text-align: center;"><i>This will change based on the students in each individual classroom/school</i></p>

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**Component 1.2: Establishing Instructional Outcomes**

Performance Indicator	Educator Evidence
<p>RIPTS 1,2,3,4,5 INTASC 1,2,4,5,7</p>	<p><b>INSTRUCTIONAL OUTCOMES</b></p> <ul style="list-style-type: none"> <li>● <b>Describe how this lesson is aligned to the general curriculum.</b> <ul style="list-style-type: none"> <li>○ This lesson aligns with the standards below as they are written in the common core curriculum used by academic institutions nationwide. Each standard is directly linked to the concepts and skills being taught:               <ol style="list-style-type: none"> <li>1. Analyze the cultural environment of one’s school by:                   <ul style="list-style-type: none"> <li>○ Researching the demographic and socioeconomic populations of the community (RI.9-10.5, RI.9-10.8, RI.9-10.10)</li> <li>○ Gathering evidence to support this research (W.9-10.7/11-12.7, W.9-10.8/11-12.8)</li> <li>○ Presenting and communicating these findings in a clear and coherent format using academic language (RL.9-10.1-RI.9-10.1, RL.11-12.1)</li> </ul> </li> <li>2. Conduct a needs assessment based on your research findings by:                   <ul style="list-style-type: none"> <li>○ Identify specific needs of your school community (RL.9-10.1-RI.9-10.1, RL.11-12.1)</li> <li>○ Specify desired outcomes if these needs are met (W.9-10.9/11-12.9)</li> </ul> </li> </ol> </li> </ul> </li> <li>● <b>What standards are addressed in this lesson?</b> <ul style="list-style-type: none"> <li>● <b>Reading Standards Addressed</b> <p>RL.9-10.1-RI.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.9-10.10: Read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently.</p> </li> <li>● <b>Writing Standards Addressed</b> <p>W.9-10.7/11-12.7: Conduct short as well as more sustained research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8/11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9/11-12.9: Draw evidence from literary or informational texts to support analysis, reflection and research.</p> </li> </ul> </li> </ul>

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### Component 1.3: Designing Coherent Instruction

Performance Indicators	Educator Evidence
<p>1.3.a</p> <p><i>Learning Activities , Lesson Structure &amp; Content-Related Pedagogy</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2,4,5,7</p>	<p><b>DESCRIPTION OF THE LESSON:</b></p> <p><b>Provide an overview of the lesson:</b></p> <p>This lesson will be taught in a 60-minute class period. It will be taught in the “I Do-We Do-You Do” structure in order to gradually release the intended work to students to complete individually after being introduced to the new topic and seeing models of what they are being asked to produce. Students will be asked to actively participate in a discussion about how coming to school makes them feel. Teachers will then transition into looking at the School Report Card with students, engaging in a guided discussion leading students towards brainstorming ideas about <u>what the school needs to improve</u>. After this discussion, students will be broken into 5 heterogeneous groups where they will be assigned a research task of Googling specific information about their community on their chromebooks: 2 groups on socioeconomics of school, 2 groups on demographic of school, 1 group on the last news article released about the school. These students will be asked to come up with 3 Take Aways to share out with the whole class. Circulate and guide working students to come up with concerns, surprising or interesting statistics, and thinking points on their research to share. Engage all students in the Jigsaw share out so all students are exposed to all the research conducted in the classroom.</p> <p>At this point, introduce students to the TransformRI video and website. Inform them of the process and the opportunity available to them. Let them know over the next few class periods, we will be working towards putting together your very own plan and application. After this, give them the remainder of the period to complete the writing piece where they can brainstorm in narrative form what they would do with a million dollars to help improve their school.,</p> <p><b>What evidence-based practices (i.e. collaborative teaching, responsive feedback, modeling, instructional scaffolding, digital learning) are identified in this lesson to support student diversity (i.e. special needs and abilities, cultural, linguistic and racial identities?)</b></p> <p>This lesson uses the following evidence-based practices: maximizing instructional time, student ownership over content, digital learning, research, heterogeneous group to support varied learning and language levels, teacher and student modeling, responsive feedback, collaborative discussions, and formative assessment.</p>
Performance Indicators	Educator Evidence

1.3.a

*Learning  
Activities ,  
Lesson  
Structure &  
Content-  
Related  
Pedagogy  
RIPTS 1,2,3,4,5  
INTASC 1,2,  
4,5,7*

### **SUMMARIZE THE LEARNING ACTIVITIES IN THIS LESSON**

**Step 1:** Describe Step 1 **Do Now Question: How does coming to school at \_\_\_\_\_ make you feel?**

After students write down answers, discuss and write adjectives on the board, validating their answers and opinions. (10 minutes)

**Step 2:** Describe Step 2 **School Report Card:** Take the class through their School Report Card on the RIDE website. Guide them through the information, explain the Star-Rating and where the data comes from---engaging student reactions and focusing more on student input and a whole class conversation to engage them. (10 minutes)

**Step 3:** Describe Step 3 **Group Google-- Jigsaw Activity:** After modeling the process of looking at an online document and pulling out important points, place students in 5 heterogeneous groups. Using chromebooks, assign each group a specified Google Search (2 groups “demographic of students in city of school,” 2 groups “socioeconomic status of students in city of school,” and 1 group “Last News Article on School”) Task students to skim through the results and come up with 3 Take Aways to share out with the class. (15 minutes)

**Step 4:** Describe Step 4 **Group Share Out:** Students will share their “3 Takeaways” from the research. As groups present their findings, teachers should facilitate a discussion about what resources the schools may need based on this information with student input. View TransformRI video and present the opportunity. (10 minutes)

**Step 5:** Describe Step 5 **If I Had 1,000,000 Dollars Write:** Have students write a narrative brainstorm to the following prompt after engaging in the class discussions and research on the topic of their school and what it needs more of to be successful: If I Had 1,000,000 Dollars to put towards my school, I would spend it on....(15 minutes)

<p><i>1.3.b</i> <i>Instructional Materials and Resources</i> <i>RIPTS 1,2,3,4,5</i> <i>INTASC 1,2,7</i> <i>CEC 1,2,5</i></p>	<p><b>INSTRUCTIONAL MATERIALS/RESOURCES/TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>● Chromebooks for each student</li> <li>● Projector for Classroom Teacher to Present</li> <li>● Student Notebooks for Do Now</li> <li>● Chart Paper for Group Work</li> <li>● Brainstorm Narrative: Quick Write Handout to be collected at the end of class</li> </ul> <p><b>Describe how instructional materials and resources consider student abilities, cultural, linguistic and racial identities:</b> All listed instructional materials and resources must be provided to all students to ensure equality among student learning within the classroom. These resources and materials consider the needs of various learning styles and levels, engaging in visual guides, individual access to research materials, whole class discussions-small group discussions and work, and independent writing. In grouping students heterogeneously, they will be able to help one another access the reading and the linguistics of the content. This method of grouping also diversifies the learning environment, exposing and familiarizing students with one another’s racial and cultural identities and differences.</p>
<p><i>1.3.c</i> <i>Instructional Groups</i> <i>RIPTS 1,2,3,4,5,9</i> <i>INTASC 1,2,7</i></p>	<p><b>PREREQUISITE SKILLS</b></p> <p><b>Describe the prerequisite skills needed for this lesson’s success:</b> Students will need to be familiar with classroom routines and procedures and have a safe and supportive working relationship with one another and their teacher in order to engage and connect to the content of the lesson’s discussions and assessments. They will need to be able to access the technology and the language well enough to follow and participate in the collaborative discussions in order to produce clear and coherent writing independently at the of the lesson.</p>

**Standard 1: Planning and Preparation**  
**Component 1.4: Designing Student Assessment**

<p><i>Performance Indicators</i></p>	<p>Educator Evidence</p>
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<p>1.4  <i>Designing Student Assessment</i>  RIPTS 4,5,9  INTASC 2,8,6</p>	<p><b>ASSESSMENT</b></p> <p><b>Describe and include assessments that will be used to assess student progress of learning outcomes.</b></p> <ul style="list-style-type: none"> <li>● Formative Assessment: Group Research Takeaways during Share Out, Presentation of Findings Orally, Participation in Class Discussions</li> <li>● Summative Assessment: Narrative Brainstorm- “If I Had a Million Dollars I would...”</li> </ul> <p><b>Explain how these assessments align to the outcomes of the lesson:</b></p> <ul style="list-style-type: none"> <li>● The formative assessments ensure students are thinking and engaging in the content they need to understand in order to complete a brainstorm of what to do with the money in a realistic and effective way that benefits their community as well as themselves.</li> <li>● They will need to have an emotional investment in this opportunity and the application process in order to complete it with the passion and integrity needed to be considered and to make a difference.</li> </ul> <p><b>How does information from assessments inform your instruction?</b></p> <ul style="list-style-type: none"> <li>● The formative assessments allow the educator to encourage more engagement from distant or reluctant learners throughout the lesson to ensure they are able to complete the summative assessment at the close of the lesson independently.</li> <li>● The summative assessment at the end of the lesson will inform the educator whether or not the student has a deep understanding of the task at hand as well as the communication skills necessary to work further with their plans.</li> </ul> <p><b>How do the planned assessments consider diversity of students (i.e. special education needs, cultural, linguistic and racial identities)?</b></p> <ul style="list-style-type: none"> <li>● Being that the lesson is based on what resources and plans would students want to improve their schools, the consideration towards diversity is inherent in that it will force them to consider the benefit of their whole community: not solely themselves. The question asks what the school needs to improve-- and thus forces students to think about <u>all</u> members of the school community--inclusive of <u>all</u> learners. The research modeled as a whole group and then completed in small groups will help students see and understand the many diverse learners in their school.</li> </ul>
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