

JCSS Standards-Based Lesson Plan Template

Grades 6-12

Focus of Week	
Teacher: S Nelson, D Barge Co-Teacher: Period: 5 1	Subject/Grade Level Food Science, 11th
Week of: September 14-18, 2020	
Standards and Elements: List the State standard or standards of focus for the week. Include co-curricular literacy standards.	FS-1 Demonstrate employability skills required by business and industry L11-12RST4 Determine the meanings of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context
Essential Questions: Question that focus on the intent of the standards are revisited throughout the week.	How does my attitude affect my ability to be a great employee?
Key Vocabulary Words: optimism, pessimism, realism, attitude,	
Accommodations: seating, small group, guided work, redirect,	
Additional Info (as needed):	

	Learning Target:	I will be able recognize the difference between a positive and negative attitude
	Opening: 20% of lesson Introduces standard(s), learning target(s) and success criteria. Accesses prior knowledge and makes connections. Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding.	Teacher will show students the following video: "Overcoming hopelessness Nick Vujicic TEDxNoviSad." Link: https://www.youtube.com/watch?v=6P2nPI6CTlc At end of video, have students share their thoughts with the class. Teacher will ask: "What is the over-arching theme to this video?"
	Transition: 5% of lesson Provides guided student practice, engages student in discipline-specific discussion, review learning targets, success criteria and expectations for work.	Teacher will ask students: What does it mean to be optimistic? o What is the opposite of being optimistic? o Do you think it's important for people to be optimistic? Students will share their thoughts with the class for a short class discussion. Students will take the following online quiz to find out if they are more of an optimist, pessimist, or realist. o Link: http://www.quizony.com/are-you-an-optimist-pessimist-or-realist/index.html o When finished, students will write their result on a piece of paper.
	Work Session: 55% of lesson Students engage in independent or collaborative learning, demonstrate proficiency on skills and concepts related to content standards, complete conceptually rich performance tasks, research or guided practice, conference with teacher and receive standards-based feedback	When the whole class is finished, students will group by their results (optimists,realists,pessimists) Students will discuss their results as well as if they believe they agree with their results or not. Teacher will ask the class the following questions for a short class discussion: -Do you agree with the results you received? Why or why not? -How do you think being an optimist, realist, or pessimist can affect you at school,work, and home? -Do you think it's possible to change? Why or why not? If so, what could you do to change into a different category? Students will read the following article on how to become more optimistic. (They can either read it individually or read it as a group.) https://www.nbcnews.com/better/health/how-train-your-brain-be-more-optimistic-ncna795231 Thumbs Up/Thumbs Down: Students will demonstrate their level of understanding by giving a thumbs up or thumbs down. Students with thumbs down will need more clarification
	Closing 20% of lesson Formal/informal assessment of student understanding, data-driven, standards-based targeted feedback to students, clarify misconceptions in student understanding, summarize and celebrate progress toward learning target and mastery of standard, identify next steps.	TOTD: Are we born an optimist or pessimist or is it something we learn?

	Differentiation/Grouping	<p>-Visual:Visual learners will benefit from reading the article, taking the quiz and watching the video clip.</p> <p>-Auditory:Auditory learners will benefit from all the group and class discussions. -Kinesthetic: Kinesthetic learners would benefit from being allowed to move around the classroom as they complete the quiz and read the article. -At-risk:At-risk students will benefit from the constant engagement within the lesson and all the different types of activities in which they will be participating. -Advanced: To benefit advanced learners, you could have them partner up with a student who rates their level of understanding with a thumbs-down so they can help them better understand.</p>
	Technology Integration	chrome books
	Assessment Strategies	Observation, conversation
	Literacy Connection	Reading and application