

Standards-Based Lesson Template

Submission Date	2019-07-30 14:08:23
Teacher:	Lisa Bigley
Class:	7th Grade ELA
Lesson/Unit Title:	Community Support
Abstract/summary of lesson:	Students will learn about, understand, and provide examples of positive characteristics and work ethic in the professional world.
Students will know...	<ul style="list-style-type: none">-What types of services are offered in their community-Who the targeted audience is for these services (ie. children, adults, abuse victims, homeless, etc.).-What can be done to get involved with volunteering in these services and/or how to pursue a career in that field.
Students will be able...	<ul style="list-style-type: none">-Do extensive and focused research on a community service of their choice.-Provide general and contact information to the community service researched.-Keep organized notes and references on their research.-Draft and finalize a clear and coherent 5-paragraph informative essay on their topic-Present their claims and findings and give facts, details, and examples to their peers-Create a multimedia or visual component to support their claims and findings in the presentation.-Acquire information on other community services (information provided by their peers).
Standards/Skills addressed	<p>W 7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W 7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>SL 7.4 - Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>SL 7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>L 7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Performance tasks/projects:

- Students will draft and finalize a 5-paragraph essay about what types of services are available, who the targeted audience is, the benefits of these services, and the rate of success the services offered have.
- Present their claims and findings and give facts, details, and examples to their peers
- Create a multimedia or visual component to support their claims and findings in the presentation.

Test and quiz questions or essay prompts:

As individuals, we all have our own motivators, fears, success stories, and struggles; and we've always been told that we can't always do everything ourselves and that sometimes we need help. Support can be found all over and in many forms and sometimes you don't even need to search far for it. Identify and share a local service that is provided in your community for someone that might be struggling.

Other evidence to be used (e.g., observations, evaluation of work samples, discussion):

- Rough draft - to show evidence of editing and revising
- Discussion - check ins with small groups and individuals

Student self-assessments:

Students will have the rubrics given to them at the beginning of the assignment for both the 5-paragraph essay as well as the presentation. They will have the opportunity to self-assess and be sure that they are meeting the requirements as well as mastering these standards while working on this assignment.

Objectives

- Upon successful completion of the lesson, students will be able to:
- Do extensive and focussed research on a community service of their choice.
 - Provide general and contact information to the community service researched.
 - Keep organized notes and references on their research.
 - Draft and finalize a clear and coherent 5-paragraph informative essay on their topic
 - Present their claims and findings and give facts, details, and examples to their peers
 - Create a multimedia or visual component to support their claims and findings in the presentation.
 - Acquire information on other community services (information provided by their peers).

Motivation:

To introduce this unit I will begin with a discussion about what struggles the students think that people have in their lives. This can range from struggling to wake up to an alarm in the morning to having a drug addiction. I will help students become aware that people struggle in all areas and not all those struggles are made known; they can be a very secretive thing to those closest around you. The discussion will also include what can be done to help these individuals improve with the area they struggle in. This will be an open discussion and brief notes will be kept as a visual for them to reference as the conversation goes on.

Presentation:

I will use guided discussion to present the information needed. Rubrics will be given to the students for both the 5-paragraph essay as well as the oral presentation. We will discuss what struggles the students think that people have in their lives. I will help students become aware that people struggle in all areas and not all those struggles are made known; they can be a very secretive thing to those closest around you. The discussion will also include what can be done to help these individuals improve with the area they struggle in.

Application/Activities:

Students will have the knowledge that opens up an opportunity to reach out to their community to provide support to someone in need or to get support for themselves. Further activities will be done following this lesson in the days to come. Students will be able to organize small groups that can support students in areas of need in their school. For example, they will have the opportunity to form groups such as: study groups, emotional support groups, recess activity organization, arts and crafts club, etc.

Materials needed:

- Informational essay rubric
- Presentation rubric
- Any materials needed for the multimedia presentation (student choice)

Assessment/Evaluation:

- Rubric for an informative essay
- Rubric for speeches/oral presentations

Closure/Reflection:

Summary of key points:

As individuals, we all have our own motivators, fears, success stories, and struggles; and we've always been told that we can't always do everything ourselves and that sometimes we need help. Support can be found all over and in many forms and sometimes you don't even need to search far for it.

What students have learned in this lesson:

There are many services provided in and around their community. Not only are these services available and accessible to them but they can be a part of these services to help others in need as well. They have been introduced, by their other classmates, to many services that the community has to offer and that they can also take part in.

Homework/ongoing assignment:

Students are to draft and finalize a clear and coherent 5-paragraph informative essay and present their claims and findings with the use of a multimedia or visual component that they create. Following the completion of the performance tasks/projects, and to connect this lesson to their next lessons, students will be able to organize small groups that can support students in areas of need in their school.