Green Run High School/ODU Spring 2016

Daily Learning Plan

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| **Teacher: Erica Guardino & Becky Burnsworth** | | **Date: February 19, 2016** | | **Unit: S2 Unit 1** | |
| **Enduring Understandings: Families form the basic unit of most societies and come in different configurations** | | | **Essential Questions: How do family systems vary? What are the characteristics of families in the United States? What are recent trends in marriage and families in the United States?** | |  |
| **Strategies / 21st Century Skills** | **Learning Target(s): I can describe the family systems and functions, families in the United States, and recent trends in marriage and family.** | | | **Assessment(s)** | |
| *Suggested Strategies*  ☐ [3-2-1](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/3_2_1.docx)  ☐ [Acrostic](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Acrostic%2520Poems.docx)  ☐ [Annotation](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Close%2520Reading_Annotation)  ☐ [Anticipation Guide](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Anticipation%2520Guide.docx)  ☐ [Chalk Talk](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Chalk%2520Talk.docx)  ☐ [Character Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Character%2520Map.docx)  ☐ [Close Reading & Written Response](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Close%2520Reading_Annotation)  ☐ [Cloze](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Cloze%2520Procedure.docx)  ☐ [Content Frames](http://www.readingquest.org/strat/storymaps.html)  ☐ [Cornell Notes](https://schools.vbcps.com/sites/MLK/litcor/_layouts/15/start.aspx#/Curriculum%2520R%2520%2520W/Forms/AllItems.aspx?RootFolder=%252Fsites%252FMLK%252Flitcor%252FCurriculum%2520R%2520%2520W%252FLiteracy%2520Strategies%2520Index%252FAdditional%2520Strategies%252FCornell%2520Notes&FolderCTID=0x012000D974138935C79B4DACC78A12)  ☐ [Critical Thinking](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Critical%2520Thinking.docx)  ☐ [Diamante/Cinquain](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Diamante_and_Cinquain.docx)  ☐ [Entrance/Exit Ticket](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Entrance%2520and%2520Exit%2520Tickets)  ☐ [Fact Storming](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Fact%2520Storming.docx)  ☐ [Frayer Word Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Frayer%2520Vocabulary%2520Model.docx)  ☐ [Graphic Organizer](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Graphic%2520Organizers.docx)  ☐ [GIST](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/GIST_Summary.docx)  ☐ [Guided Reading](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Guided%2520Reading%2520Procedure.docx)  ☐ [Insert](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/INSERT)  ☐ [Kaplan’s Icons](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/one_page_icons.pdf?Web=1)  ☐ [Kahoot](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Kahoot.docx)  ☐[K**3**C](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/K3C%2520Vocabulary)  ☐ [KWL Plus](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/KWL%2520plus%2520Summary.docx)  ☐ [MAB/E](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/MABE%2520Vocabulary%2520Strategy.docx)  ☐ [Magic Square](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Magic%2520Squares.docx)  ☐ [Philosophical Chairs](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Philosophical%2520Chairs)  ☐ [Placemat Consensus](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Placemat%2520Consensus.docx)  ☐ [Plickers](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Plickers.docx)  ☐ [Possible Sentences](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Possible%2520Sentences.docx)  ☐ [QAR](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Q%2520A%2520R.docx)  ☐ [Quick Write](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Quick%2520Writes_Learning%2520Logs%2520and%2520Journals.docx)  ☐ [RAFT](http://www.readingquest.org/strat/raft.html)  ☐ [RATA](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/RATA_Read%2520Aloud-Think%2520Aloud.docx)  ☐ [ReQuest](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/ReQuest%2520Strategy.docx)  ☐ [RT](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/RT_Reciprocal%2520Teaching.docx)  ☐ [Say Something](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Say%2520Something)  ☐ [Socratic Seminar](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Socratic%2520Seminars%2520Procedures.docx)  ☐ [Story Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Story%2520Map.docx)  ☐ [SQ3R](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/SQ3R.docx)  ☐ [THIEVES](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/THIEVES.docx)  ☐ [Think Aloud](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Think%2520Aloud.docx)  ☐ [Walkabout](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/WalkAbout.docx)  ☐ [Webbing](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Webbing.docx)  ☐ [Word Sort](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Word%2520Sorts.docx)  ☐ [Word Splash](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Word%2520Splash.docx)  ☐ Other | **BEFORE LEARNING:** [Before Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/Before%2520Learning%2520Strategies%2520Index.docx)   * Teacher focuses attention and sparks curiosity; students are caused to think about what they already know * Set the purpose (not the agenda) for why students will be doing what they’re doing | | | | |
| Journal question: What do you see as the biggest problem facing American families in the next ten years? | | | Formative; journal entry (digital submission) | |
| **DURING LEARNING:** [During Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/During%2520Learning%2520Strategies%2520Index.docx)   * Strategies for active engagement with the new content * What are students doing **while** reading, viewing, or listening? | | | | |
| Plickers review game to prepare students for sociology unit test next week | | | Formative; response to sample test questions using Plickers cards | |
| **AFTER LEARNING:** [After Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/After%2520Learning%2520Strategies%2520Index.docx)   * How will students apply the new knowledge? * How will students be prompted to reflect on what they learned and how they learned it? | | | | |
| Jigsaw/reading activity. Students will read an article from the New York Times Magazine on dual earner families. Students will participate in jigsaw activity (count off 1, 2, 3, 4… to reorganize) where they share what they know about one of the four family groups interviewed for the article and how they cope with the phenomenon of dual earner marriages and sharing equal responsibility in the home. | | | Formative; teacher created handout providing talking points, guidelines and things to know | |
| **CLOSURE:** | | | | |
| Revisit learning target- I can describe the family systems and functions, families in the United States, and recent trends in marriage and family. | | | | |
| **LESSON REFLECTION:** | | | **Homework:** | |
|  | | | - Complete the Family Research Webquest from last week and email to yourself and Mrs. Guardino  -Prepare for your unit test (Monday 2/23)  -Complete and submit first five days journal entries on SharePoint. | |

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| **Short Description of Lesson**  This lesson asks students to apply their content knowledge to make predictions about where the American family is going. Their memory will be refreshed by a review activity using Plickers and sample questions from their unit assessment, scheduled for Monday February 23. The students will next be tasked with completing a collaborative critical reading activity in which they work as a group to analyze and article from the New York Times Magazine, become an expert on one topic, then split off into new groups (jigsaw) to share what they have learned with their similarly expert classmates. We will wrap with an oral assessment of their comprehension of the Learning Target. |
| **Focus**  ***Virginia Beach Standards (\*there are not state or national standards for psychology or sociology)***  SOCII.1.1 Describe the needs of society and the organizational structures designed to meet those needs.  Content Specifications:  **Societal Need Organization**  Sustain population  Nurture young Family  Allocate scarce resources Economy  Protect from external threat Government  Provide life meaning and purpose Religion  Teach status role with work, citizenship Education  Acquire and communicate new knowledge Science and Technology  SOCII.1.2 Describe the theoretical perspectives on the family.  Content Specifications:  • Functionalist – provide socialization of the young, manage reproduction, provide social and emotional, support, transmit social status and serve as the economic center  • Conflict – focus on the ways family member compete and cooperate  • Symbolic Interactionism – focus on how family members interact and the meaning assigned to the interactions  SOCII.1.3 Explain variations in family and marriage structures across cultures.  Content Specifications:  • Types of families  - nuclear  - extended  • Patterns of Family Structure  • Authority  - patriarchy  - matriarchy  - egalitarian  **SOCII.1.4 Investigate trends in marriage and family.**  Content Specifications:  • Blended families  • Single Parent Families  • Childless Marriages  • Two Income Households  • Delayed marriage and childbearing  SOCII.1.5 Identify and assess current issues facing the institution of the family.  Content Specifications:  • Family violence  • Divorce and remarriage  • “Boomerang” kids  • “Sandwich generation” |
| **Procedures**  **Lesson Set**  *Independent journaling*  *Plickers review exercise*  *Jigsaw activity*  *Oral assessment of learning*    **Rationale**  This lesson works to pull all the work students have been doing up to this point together and prepare them for an assessment. It asks students to apply their content knowledge to make predictions about where the American family is going and substantiate their argument with evidence from class materials. In order to prepare them for their upcoming exam, their memory will be refreshed by a review activity using Plickers and sample questions from their unit assessment, scheduled for Monday February 23. The collaborative critical reading activity is relevant here because it asks students to combine their knowledge from this class and their reading and collaborative skills from other classes and areas of life to share what they have learned with their similarly expert classmates. This lesson will engage the student with real-world literature on the unit content and will ensure that they are adequately prepared for the coming test.    **Techniques and Activities**   1. Independent journaling (5 minutes) 2. Plickers review activity (25 minutes) 3. Jigsaw activity, first half (35 minutes) 4. Jigsaw activity, second half (20 minutes) 5. Oral check of learning (5 minutes)     **Student Products**  *Data collected from Plickers response (in system)*  *Journal entries- help me gauge their understanding of the content*  *Responses to Jigsaw talking points- measure their collaborative skills and comprehension levels*  **Differentiated instruction**  *Some students might be daunted by the use of technology (Plickers), so in this case they could work quietly with the textbook instead of participating in a group activity. I will have a record of all participating students in Plicker and can create an extra study resource for the class if there are some areas in which they appear weak. If students are overwhelmed by the Jigsaw activity, they could read it alone and write up a short report on the information in the article; if they have trouble comprehending the written text, it could be converted to audio or simply read aloud to them by me and/or their fellow classmates.*   **Collaboration with Families** *Families will have received a letter with a copy of the syllabus as well as my contact information. Students who experience difficulties or disruptive behavior can expect to receive a phone call and/or email from me as is deemed appropriate by the clinical faculty. Assessment grades will appear in Synergy and can be viewed by parents and students at their convenience. If there are any questions, families are welcome to contact me by phone or email.* |
| **Resources**    **Materials and Additional Resources**   Laptop  Promethean board  Cables to connect computer and board  Teacher’s Surface tablet and charging cord  teacher-created handout (for jigsaw activity)  **Web and Attachment Resources**  Access to SharePoint (where article for activity is available) |
| **Self-Assessment Reflection** |