

## CONCEPT-BASED LESSON PLANNING PROCESS GUIDE – HOFFMAN LESSON

**Classroom Context:** I teach math, science, and social studies to a class of 6<sup>th</sup> grade English language learners. They are all recent arrivals in the US and many of them are refugees. This often means that they have had either very little to no formal school or they have had interrupted schooling. The class is 22 students from all over the world, including countries located in Africa, to the Middle East, to Asia. Because of the developing language of the class, all instruction is planned with a focus on supported literacy, vocabulary, and opportunities for student speaking and listening. There is not a presumption of prior knowledge from prior years of schooling as students either did not have any schooling or had very varying experiences in different cultures. Therefore, a lot of time is expected for building of a common background for all students through discussion, questions by students, mini lessons by teacher, and vocabulary supports through realia or visuals.

This particular lesson was designed to come as a middle section of a multi-day learning experience. It was designed for Learning Experience #1 in the Show Me the Money Unit of 6<sup>th</sup> grade social studies. The first several days focus on building a common background knowledge around the basics of differing kinds of economic systems. The expectation was that students had little to no prior academic knowledge of economic systems. There was extra time built to building vocabulary and connecting what they knew of their prior experiences in different countries to the related economic system concepts. (See attached document for a larger outline of the full learning experience.) Larger learning experience plan was built around AVID WICOR strategies.

<b>Shift in Instructional Design</b>	<b>Lesson Elements and Design</b>	<b>Metacognitive Reflection</b>
<p><b>The Unit Generalization and Focusing Lens asks students to ...</b></p>	<p><b>Lesson Focus:</b>  <b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living</li> <li>• Choosing to spend or save money can reflect an individual’s beliefs about the importance of satisfying financial and personal wants/needs</li> <li>• Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources</li> </ul> <p><b>Focusing Lens:</b> Values/Choices  <b>Engaging Question:</b> Who decides what you buy?  <b>Disciplinary connections:</b> Geography, Economics</p>	<p><b>How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?</b></p> <p><i>This lesson will introduce the concepts of differing kinds of economic systems. This lesson will come during a series of lessons within Learning Experience 1 as part of the Show Me the Money unit for 6<sup>th</sup> grade Social Studies. Students will be continuing their learning about scarcity of resources and how this leads to societal and individual decision making. The discussion of differing kinds of economic systems and corresponding standards of living will allow students to discuss economic decision making.</i></p>
<p><b>This lesson objective / learning target is critical to student understanding because...</b></p>	<p><b>Objectives / Learning Targets:</b></p> <ol style="list-style-type: none"> <li>1. identify facts about different countries and justify answers by pointing out evidence in the text.</li> <li>2. compare and contrast standards of living in different countries based specific indicators.</li> </ol> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Basic knowledge of differences between market and command economic systems</li> </ul>	<p><b>In what ways does the learning target support the generalization?</b></p> <p><i>It supports the generalizations by giving students opportunities to explore societal standards of living through the lens of</i></p>

	<ul style="list-style-type: none"> <li>• Affect of resources on an economy</li> <li>• Some measures of standard of living</li> </ul> <p><b>Skills students will master in the lesson:</b></p> <ul style="list-style-type: none"> <li>• Use Fact Lists to identify selected information (related to standards of living) in Mexico and North Korea</li> <li>• Cite textual evidence to compare and contrast the standards of living in differing types of economies</li> <li>• Analyze what indicators (around standards of living) can tell us about different societies</li> </ul> <p><b>Learning Experience</b> (task description of student learning): ... so that students can compare and contrast the standards of living for people living with differing economic systems</p>	<p>differing economic systems which represent differing economic choices.</p>
<p><b>Instructional strategies</b></p>	<p><b>Instructional Strategy Menu (not exhaustive):</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher-provided inquiry questions</i></li> <li>• <i>Investigation/Inquiry</i></li> <li>• <i>Document Based Questions</i></li> <li>• <i>Discussion</i></li> <li>• <i>Jigsaw/Collaborative groups</i></li> </ul>	<p><b>Which instructional strategies will foster learning the lesson’s skills, processes, or content?</b></p> <p>The selected strategies will allow students to process material and use it to explore questions related to the content. They will increase their knowledge and language skills through collaboration and discussion.</p>
<p><b>In the first 3-7 minutes of the lesson,</b></p>	<p><b>Opening (hook / anticipatory set / lesson launch)</b></p> <p>Pose a question to the class: What determines if people are happy in a country? Allow students to discuss and elaborate their ideas about what makes a population of a country happy?</p> <p><b>Instructional Strateg(ies) chosen:</b> Mini-Lesson – student brain storm</p> <p><b>Why is this strategy impactful:</b> This strategy begins student thinking on the factors that contribute to societal standards of living.</p> <p><b>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</b></p> <p>This strategy creates relevancy by putting students in the place of deciding what would make themselves and their families happy within the context of the country.</p>	<p><b>In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?</b></p> <p>The strategy works towards to students building their own definitions of standards of living. They can then use their built frame of references when they are analyzing data regarding countries with different economic systems.</p> <p><b>In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?</b></p>
<p><b>The Learning Experience will</b></p>	<p><b>Learning Experience / Lesson</b></p> <p><b>Instructional Strateg(ies) chosen:</b></p> <ul style="list-style-type: none"> <li>• <i>Jigsaw/Collaborative groups</i></li> </ul>	<p>The jigsaw activity was designed to allow</p>

	<ul style="list-style-type: none"> <li>○ Country groups</li> <li>○ Combined country groups</li> </ul> <p><b>Why is this strategy impactful:</b>  <i>The jigsaw strategy gives students the opportunity to engage in discussions to help build their own understanding of the data created while exploring economic statistics. Sharing their information helps them build their academic vocabulary as well as their ability to reliably impart information in English.</i></p> <p><b>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</b>  <i>Jigsaw/Collaborative groups and analysis of economic data supports disciplinary literacy and also helps students build relationships. Students are asked to work together to struggle through challenging data and reading activities. They must begin to use academic vocabulary to describe their learning.</i></p>	<p><i>groups to dive deep into specific data while still being time efficient. The groups were built so that students with higher language ability were paired with those of still developing language ability. The goal is to stimulate student discourse about academic content and help students to understand the content more deeply and in more meaningful and relevant ways (having to know enough to explain their ideas to others.)</i></p> <p><b><i>In what ways does the chosen strategy cement the learning?</i></b></p>
<p><b><i>The closing activity reinforces the learning.</i></b></p>	<p><b>Closure</b></p> <p><b>Instructional Strategy chosen:</b></p> <ul style="list-style-type: none"> <li>• <i>Discussion for analysis of economic indicators and how they relate to our own understanding of standard of living</i></li> <li>• <i>Discussion comparing and contrasting what the economic indicators tell us about different economic systems</i></li> <li>• <i>Written conclusion – Coming back to predictions from earlier in lesson about the standards of living typical of different economic systems.</i></li> </ul> <p><b>Why is this strategy impactful:</b>  <i>Students should be able to build their own opinions and conclusions of the standards of living based on their analysis of their own data. This allows them to come to their own conclusions.</i></p> <p><b>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</b>  <i>This strategy supports creating relevancy and fostering disciplinary literacy. Through their discussions, they should become fluent in the use of the academic vocabulary. It creates relevancy by students creating connections between economic indicators and the “what makes us happy” indicators defined at the beginning of the lesson.</i></p>	<p><i>Students will be required to learn the material and then share that information with other groups therefore making them become the “teachers.” This strategy will help them focus on building their own connections and language around the content.</i></p> <p><b><i>What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?</i></b></p> <p><i>The final discussion should show whether students have engaged in the analysis of data and applied that data to real conclusions.</i></p>
<p><b><i>Technological resources that will support student learning and move students toward the learning target.</i></b></p>	<p><b><i>Technological Resource and application:</i></b></p> <p>N/A</p> <p><b>How:</b> <b><i>In what ways does this chosen resource support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</i></b></p>	<p><b><i>How will my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?</i></b></p> <p>N/A</p>

<p><b>Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.</b></p>	<p><b>Formative Assessment</b></p> <p><b>Formative Assessment tool/method:</b>  <i>Final questions on data worksheet relating to the information gained by economic indicators as well as students' analysis of their own predictions.</i></p> <p><b>Learning indicators of success:</b>  <i>Students will be able to explain how some economic indicators relate to standards of living and compare these standards of living across different economic systems.</i></p>	<p><b>What "indicators of success" will show that the students are gaining mastery?</b></p> <p><i>Responses to the questions backed with evidence</i></p> <p><b>How will I use that evidence in a feedback loop?</b></p> <p><i>Class discussion and data analysis will continue to the next part of the lesson where students will build their own opinions in a short essay.</i></p>
<p><b>Reflection:</b> (What are the strengths in the lesson plan? What changes would I make in the lesson plan for next time?)</p> <p>The lesson hook and beginning question worked well with the students. They were able to come up with several "indicators" of standard of living through their own experiences and in their own words. Many of them, with guidance, were able to connect their own ideas to some of the official indicators on the data sheets afterwards so I considered that quite a success. This lesson followed well from the earlier lessons where students were learning more generally about each kind of economic system. However, despite the instruction that came before, many of my students seemed to have very differing perspectives about the standards of living in each economic system in their initial predictions.</p> <p>As always, with my group of students, the jigsaw is a challenging instructional structure. Because of their challenges with communication and relatively low literacy ability, the "teaching" piece of the jigsaw is not always as successful as I would like. However, I was pleased with effect of my scaffolded data sheets which seemed to work quite well for the differing levels of my students. Despite the challenges, my students worked together well and I feel like it was a valuable experience for them to collect data and then figure out how to share it. They did so based on their varying language levels – some at just a show and copy approach while others discussed and compared their data.</p> <p>One thing that became clear to me as the lesson progressed was that in my efforts to simplify language and make the content more accessible to some of my students, I may have presented a biased lesson – it became more "indoctrinating" than I would have hoped for. In the future, while I will still have to make some simplification due to the language level (and background) of my students, I think I will pick different countries to explore more deeply or perhaps add one. In this way, I hope to make the final discussion a little more relevant to real life and give students more evidence to use in their own personal choices.</p> <p>There are also some changes I would make to the prior lessons in the learning experience in an effort to help students better understand some of the main differences between economic systems. Perhaps a simulation or other more hands on activity to help them build up a deeper understanding of the economic system. While we read and discussed many sources, for several of my students who have low language/literacy level, they still struggled to understand the main differences between economic systems. The difficulty here is the time allotted for instruction and the pacing that my school/district require in our S.S. curriculum.</p> <p>Finally, there are some relatively minor editing and grammatical errors that came out within a few worksheets and data sheets that will need to be addressed and corrected in the future iterations of this lesson.</p>		
<p><b>Connection to Performance Goal:</b> (What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?)</p>		

**Student Feedback: (What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?)**

My students, at lower language levels, struggle to express their own reflections. However, based on the conversations that students had and their reaction to the lesson, they seemed to find it both challenging and interesting. The students found some of the data fascinating, though they struggled to understand the real nature of it. Many of them are unfamiliar with some of the necessary math concepts (i.e. a full understanding of what a percent means) to truly understand what some of the data is telling them. They did become a bit attached to “their” country and enjoyed finding more information about it.

During the final section – coming to a conclusion about what the data about standard of living told us, the students lost some of their engagement. I think I need to make the lesson at that point either more hands on, or perhaps more structured discussion. In the open classroom discussion setting as lead by the teacher, they seemed to lose interest. Perhaps at this point students should work in groups to create their own chart to compare our own ideas about “what makes us happy in a country” to the standard of living indicators or perhaps I could make a more structured discussion where students “represent” their country at a “conference” where they share out their indicators and describe what each means.

<b>Time Suggested</b>	Two 60 minute periods
<b>Materials Needed</b>	<p><b>Sources:</b>            Comparative Systems Worksheet: <a href="http://www.cccsd.org/webpages/kfahy/files/comparative%20economic%20systems%20worksheet.pdf">http://www.cccsd.org/webpages/kfahy/files/comparative%20economic%20systems%20worksheet.pdf</a>            CIA World Factbook: <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a></p> <p><b>Handouts:</b>            Comparative Systems Worksheets            Differentiated and Modified versions of CIA World Factbook for North Korea and Mexico</p>
<b>Co-teaching Opportunity</b>	Could collaborate with an math teacher – do percentage activities to make some of the data from the factbook more meaningful for students
<b>Cross-Content Connections</b>	Government, Geography, Economics

**Description of the Lesson Implementation: (See additional documents for days 1, 2, and 5 of Learning Experience)**

Day 3: Today we will do research to learn about two different countries. We will know we did a good job when we can identify facts about different countries and justify our answers by pointing out our evidence in the text.

- Students will have a short discussion to answer the following question:
  - What determines how happy people might be living in a country? (they have enough money to survive, they can buy what they need, they are comfortable (have access to phones, internet, electricity),
  - Using what you know, let’s do some predictions: (Students write predictions on their comparative economic system worksheet)
    - Which kind of economic system will have more resources available to use?
    - Which kind of economic system will have more and better workers?
    - Which kind of economic system will have more poor people?
    - Which kind of economic system will have access to more comforts in life?

- Students will be broken into groups of 3. They will use printouts from the CIA Factbook (scaffolded) to find answers related to geography, government, economics, etc of 2 different countries (North Korea and Mexico).
- Students will get together with every other student who has researched the same country to check their notes.

Day 4: Today we will use the data we gathered yesterday to assess the standard of living in different kind of economic systems. We will know we did a good job when we can compare and contrast different countries based specific indicators using our notes.

- Students will be broken into groups of 5 or 6 to share information and add it to their worksheets.
- Students will engage in class discussion about what they learned about different countries with differing economic systems.
  - What determines how happy people are in a country?
  - Which indicators did we look at yesterday which might tell us about that? (life expectancy, literacy rate, poverty rate, GDP, electricity, internet, phones)
  - Which kind of economic system will have more resources available to use? (Which indicators should we look at?) (arable land, resources)
    - Do resources affect the economy no matter what kind of economic system is in place?
  - Which kind of economic system will have more and better workers? (Which indicators should we look at?) (life expectancy, literacy rates)
  - Which kind of economic system will have more poor people? (Which indicators should we look at?) (GDP and poverty rates)
  - Which kind of economic system will have access to more comforts in life? (Which indicators should we use?) (phone, internet, paved roads and airports)
  - What do think import and export rates can tell you about a country? (What if a country has more imports than exports? What if a country has more imports than exports?)
  - Were your predictions (from Day 2) correct?