**Molloy College**

**Division of Education**

Student: Danielle Petroglia, Carmela Zampini, Samanatha Bruzzo

Professor Blair and Dr. Sheehan

Course EDU 5240.03

Date: April 10, 2020

Topic: What are some ways we can make a difference?

Content Area: History | Science

**INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

Based on a teacher directed exploration of ***Time, Talent, Treasure, and Teaching***, participation in group activities, and a group vote, students**,** as a team**,** will apply their time, talent, treasure to select and refine their project action plan.

**STANDARDS**

**Civic Literacy: 2017 Standards for Preparing Social Studies Teachers**

**Standard 5: Professional Responsibility**

Candidates will expand on their knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities

Indicators:This will be evident when students brainstorm ideas on how to make a difference while using the four T’s.

**Next Generation Science Standards:**

[**HS-ESS3-4**](http://www.nextgenscience.org/hs-ess3-4-earth-and-human-activity)**.   Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. (NCA-related content:** [**Mitigation**](http://nca2014.globalchange.gov/report/response-strategies/mitigation#statement-21109)**,** [**Adaptation**](http://nca2014.globalchange.gov/report/sectors/ecosystems#statement-16344)**)**

Global climate models used to predict changes continue to be improved, although discoveries about the global climate system are ongoing and continually needed.

Indicator:This will be evident when each team chooses their final action plan on climate change.

**MOTIVATION**

 The teacher would relate the idea of building a house to ***Time, Talent, Treasure and Teaching*** by drawing a picture of the house on the board explaining the process of how a house is built. *(How does time relate to building a house? What types of talent would you need to build a house Why might you need treasure to build a house? Who might teach you to build a house?)*

**DEVELOPMENTAL PROCEDURES**

1. After students receive their Time, Talent, Treasure, and Teaching worksheets, the teacher will guide a Brainstorming activity to explore what students know about the concepts of ***Time, Talent, Treasure and Teaching.*** *As students respond, the teacher will explore with the student (or class) where the response belongs - under* ***Time, Talent, Treasure or Teaching***. *The teacher will provide a copy of the Time, Talent, Treasure, and Teaching worksheet on the SmartBoard for students to refer back to throughout doing their work. (Can someone give an example how/when you use Time, Talent, Treasure or Teaching? In your own words, can someone define either Time, Talent, Treasure, or Teaching? What days are you free to work on a class project outside of school? How can I excite others in my community to participate in our class project?)*
2. Teacher will review the students’ responses in each of the 4T Chart quadrants and then will guide students through adefinition and explanation of each of the 4 T’s. (What words can we use to explain Time? Talent?.....*What is the difference between each T? Can anyone recall any action ideas previously discussed in a lesson? What action ideas have you had in your life about making a difference?)*
3. Within small groups, students will brainstorm and discuss some action ideas to make a difference and list the ideas on their individual **Time, Talent, Treasure and Teaching Charts.** *(Teacher will be walking around the room and guiding each small group during their brainstorming session encouraging the students and asking the following questions: (Great start on the first 3 T’s, what are your ideas for Teaching?* *What do you remember about the previous lesson in regards to making a difference? Will you use time, talent, treasure or teaching to make a difference?)*
4. Students will share their team ideas they brainstormed together about the four T’s with the class. As each student shares and explains, the teacher will write each idea on the board on the 4T Chart posted on the SmartBoard. *(What are some ideas that your team brainstormed together? How did you come up with these ideas? Which one do you think is the best idea?)*

 5. The teacher will ask each team to select one climate action and T by a vote. Prior to the vote, the teacher will guide a discussion with the class explaining that each team will vote on, design, plan and execute an action plan.

**INSTRUCTIONAL STRATEGIES**

**Brainstorming:** (allow students to provide insight and ideas to gain wider knowledge of content)

Indicator: This will be evident when students brainstorm and think of ideas of an action plan in their teams.

**Modeling:** (showing rather than telling by acting out desired behaviors)

Indicator: This will be evident when the teacher models an example of building a house using Time, Talent, Treasure and Teaching for the students *and again modeling the completion of the 4 T Charts.*

**Discussion:** (engaging in meaningful discussions about the content)

Indicator: This will be evident when the students share and explain their brainstormed ideas with the class while participating in a discussion with teacher and peers outside of their group.

**Cooperative Learning:** (engages groups of students working together on a structured activity)

Indicator: This will be evident when the students work together in teams to decide on an action plan.

**ADAPTATIONS**

**Student 1**

* The teacher will provide more time for answering questions. Student 1’s mentor will help with spelling and understanding the questions.

**Student 2**

* Student 2’s mentor will ensure that Student 2receives more time for questions. The mentor will help the student generate ideas through one of his main areas of interest (wrestling). Student 2 will be assisted with spelling and will have the option to verbally state his answers instead of writing them out.

**Student 3**

* The teacher will provide prompts to encourage Student 3 to answer questions as well as reminders to stay on task.

**DIFFERENTIATION OF INSTRUCTION**

*Visual*: Students who work best with visual instruction will be supported by teacher modeling.

*Auditory:* Students who work best with auditory based instruction will be supported by the verbal communication with the teacher and classmates on the 4 T’s.

*Grouping Mixed Abilities:* Students will be placed in groups representing a variety of strengths, challenges, and abilities to encourage peer tutoring.

*Giving Students Choices:* Students will be provided a choice on what type of project the group wants to do based on their passion or interests.

*Interpersonal:* Students willshare, discuss, negotiate and compromise to reach an agreed upon action plan.

**ASSESSMENT**

**Formal Assessment**

* Based on a team vote, teams will select their project action plan.

 **Informal Assessment**

* Students will correctly answer teacher selected questions. Teachers and mentors will be able to assess students’ progress and understanding based on their responses.

**REFERENCES**

Game-Changers-Global-Goals-Lesson-FINAL.pdf

<http://cdn.worldslargestlesson.globalgoals.org/2016/09/Blue-Capes-Global-Game-Changers-Global-Goals-Lesson-FINAL.pdf>

Next Generation Learning Standards. (n.d.). Retrieved from

<http://www.nysed.gov/next-generation-learning-standards>

