

## LESSON PLAN

**Teacher Name:** Chela Delgado

**School/Location:** Coliseum College Prep Academy

**Grade:** 12

**Class/Subject:** Make the Road senior seminar

**Class Size:** 28

**LESSON CONTEXT** (What happens before and after this lesson? How does this fit into a larger unit or lesson series?)

The students are currently working on their portfolio presentations, which will be given in May to a panel of teachers, students and community members.

The presentations include a section on personal growth, a section on the student's senior capstone project, and a section on post-high school plans.

**TEACHING CONTEXT** (What have you been working on in your practice that we might see in this lesson? What do students already need to know prior to teaching this lesson?)

Students have been working all year to better understand an issue of inequity. Their topics range from obesity to environmental racism to bullying to animal abuse. They have learned a great deal, and have written a paper detailing their Theory of Change--what it would take to adequately change or stop the root cause of the issue.

### **STANDARDS ADDRESSED**

CCSS.ELA-LITERACY.RH.11-12.7

### LESSON DETAILS

**Learning Goals:** What will students know and be able to do by the end of the lesson? What will you be looking for in order to assess how students are progressing?

By the end of the lesson, students will be able to visually represent their theory of change in an accessible infographic.

**Essential Question (s):** Think about the most important concepts students should learn from this lesson.

What are the ways in which we can create a Theory of Change that would end the inequity you have studied?

<b>Time</b>	<b>Lesson Component</b>	<b>Teacher Role:</b> Instructional notes for the teacher. Name and describe any <u>specific strategies</u> to be used.	<b>Learner Role:</b> Instructional notes for the students	<b>Student Success Criteria:</b> What does success look like? What evidence are you collecting? How are you formatively assessing?
5 min.	<i>Warm Up</i>	<p><i>Verbally explain warm up and monitor student completion</i></p> <p><b>Warm Up:</b> Study <a href="#">sample Theory of Change infographic</a> and grade it on rubric.</p>	<p><b>Warm Up:</b> Consider example infographic, identify components of what makes an infographic successful.</p>	<p><i>Complete a thorough Warm Up written response.</i></p>
10 min.	<b>Discuss</b> <i>Teacher example and key components</i>	<p><b>Discuss</b> teacher example of the Theory of Change infographic.</p> <p><i>As a class, brainstorm, 'What elements of this infographic make it successful form of representing the Theory of Change? Is this rubric complete? Add 'Criteria for a Successful Theory of Change infographic' to worksheet</i></p>	<p><b>Teacher Example:</b> Focus on example infographic, contribute ideas of criteria for a successful infographic</p>	<p><i>Complete worksheet</i></p>
10 min.	<b>Independent work on Infographic planning sheet</b>	<p>Students will finish <a href="#">infographic planning sheet</a> from Monday</p>	<p><b>Learner role:</b> Independent work</p>	
5 min.	Introduction to piktochart	<p>T projects the piktochart website, explains how to log in and template options</p>	<p>Students: Observe how to begin an infographic using piktochart</p>	

20 min.	<b>Independent work on infographic</b>	Circulate, check student infographic planning sheets from previous class period and do 1:1 check ins about infographic progress	Use planning sheet to create a Theory of Change infographic	Close to complete Theory of Change infographic by end of period.
10 min	<b>Pair check in</b>	Students show each other progress on infographic in pairs. Students evaluate each other's preliminary work in relation to criteria we've agreed upon		

**Extensions to the full lesson:**

Infographics will most likely be completed in the next class period.

**Differentiation Strategies:** How will this lesson be differentiated for all students?

Through 1:1 check ins I will offer more direct advice and support to resource students.

**Assessment:** How will student progress be measured? What evidence of student learning should be collected? Please include aligned rubrics or assessment guidelines that provide guidance for interpreting student performance.

Complete infographics that have a clear story, first impression, data and strategy. See rubric.

**Materials/Sources:** Please attach or provide links to student and teacher materials (including above assessment materials)

[Teacher example infographic](#)

See other materials in "Supporting Materials" next to lesson video.