

Community-Based Learning Lesson Plan Builder

Planning Components:

Title of Lesson:	
Grade level(s):	
Duration:	<ol style="list-style-type: none">1. How much time are we asking students to commit to this topic?2. How much time should staff allocate to support this work?3. What are the phases of the project mapped out?
Essential Question:	
Objectives:	
Project Brief:	
End Products and Sharing Points:	<i>What will the project produce, and who will students want to share it with?</i>
Driving Standards:	California Content Standards: California English Language Development [ELD] Standards: California Standards for the Teaching Profession [CSTPs]

Student and Community Components:

Who are my students?	<i>What are my students' strengths, identities, and lived experiences?</i>
What partners and/or resources are current assets to support this?	<i>What organizations, leaders, local knowledge, and financial resources should be considered?</i>
How are partners going to be involved in this project?	<i>Are there primary or tertiary members of the project?</i>
What learning will occur as a result of partner involvement?	
How does this learning reciprocate into the community?	
What type of disruption might this project create?	

Lesson Components:

Problem-Posing and Engagement	<i>What problem will the students investigate? How will students use their voices and experiences to investigate and improve their community?</i>
Discussion and Exploration	<i>How will students engage in dialogue about this problem? What methods of investigation will students use to gather information?</i>
Critical Inquiry and Explanation	<i>In what ways will students learn about interpreting, evaluating, analyzing, and synthesizing both qualitative and quantitative data? What ways of knowing (content and skills needed by students to successfully complete research and products) will need to occur for inquiry to be successful?</i>
Elaboration	How will students communicate their findings, engage in discussion about their results, and develop key components for action?
Journey Checks and Formative Assessments	What metrics will be used to measure progress during the project stages? What metrics will measure the impact of the action of this project?
Taking Action and Evaluation	What will success look and feel like for this project? What will success look like in the action phase for the community?

Scaffolding and Foundational Components:

What considerations and scaffolds will be created or introduced for students to be successful in all lesson components?

Multilingual Learners	
Refugee and Immigrant Populations	
Students with Disabilities	
Social Emotional Learning	
Tribal Communities	
Other Project Considerations	

