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| **UNIT: impact of decisions** | | | **LESSON: I 81 environmental, social,**  **Economic impact of decisions** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| **Students will recognize how decisions can impact a community both socially and economically** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| 5 environmental, social and economic impact of decisions | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 15 mins | Get Started/Engage | | | Ask students how they would feel if told they had to move their homes. Do people value neighborhoods? Is change always a good thing? Is it better to get some place quicker, even if it may impact others? | | | |
| 10 mins | Discover/Explain: Provide new information or demonstrate a skill | | | Instructor will briefly describe how Route 81 runs through the heart of Syracuse. Will discuss what is happening now and what the future may hold. Will ask students what they think. Discuss current events and possible proposals. | | | |
| 5 mins | Practice: Provide opportunities to practice independently or in groups | | | Instructor will hand out PowerPoint assignment. Will go over details, briefly. (I 81 project is at end of lesson plan) | | | |
| 10 mins | Check for Understanding: Monitor what is being learned | | | Students will search for information on the I 81 project on the internet. | | | |
| 5 mins | Close: Summarize, check, and answer questions | | | Instructor will ask if everyone is clear on assignment, and let students know that they will have two days to complete the assignment, and will then have to present to class. Students will have the option of working by themselves or in pairs. | | | |
|  | Support, Modifications, and Extensions | | | Students with IEPs will be given extended time. | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| Computer lab | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
| Students Power Point assignment will demonstrate understanding | | | | | | | |

**I-81 Project**

We will look at a local project that is very controversial. I-81 near SU is coming to the end of it life. Options are on the table, committees have been formed and people are voting and voicing their opinions. You are to research and report:

* The history of I-81 thru downtown Syracuse
* Was it good or bad for local communities, I would like to hear pros and cons
* How much will it cost to repair, start over?
* What are the options on the table?
* You tell me which you would recommend and why.
* You are to do this on PowerPoint, include pics of what it once looked like and proposals of how it may look
* Have valid arguments for why you chose a particular option
* This is a real project, treat it like one!!!