

Lesson Plan Template

Grade: 7th		Subject: Social Studies	
Materials: Pen/Pencil and book		Technology Needed: Computer	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) G.6_12.3 Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.		Differentiation Below Proficiency: Students will be excused for some questions if they fall behind or will be given a focus on one of the last two questions given. Above Proficiency: Students will be encouraged to do research for more than just one landmark. Approaching/Emerging Proficiency: Students will be encouraged to expand on the effort/information they supply for answering the question. Modalities/Learning Preferences: Visual aid through PP and computers, kinesthetic by typing/writing down notes, auditory through my explanation and instruction.	
Objective(s) Students will learn about a new physical landmark and use prior knowledge (from other classes) to determine what environmental factors are affecting their site and if there are any conservational efforts trying to protect it. Bloom's Taxonomy Cognitive Level: Application			
Classroom Management- (grouping(s), movement/transitions, etc.) Monitoring, guiding, and facilitating learning as they have concerns or questions about the assignment. I will do this by moving around the room and watching out for the students.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students should remain focused on the task and may speak with their group partner for collaboration but must maintain acceptable voice levels. If voice levels rise higher than expectations a reminder of the expectations will be given.	
Minutes	Procedures		
2	Set-up/Prep: While students will be finding their seats and taking out their notebooks, I will make sure I have the PowerPoint ready to go. (Opening trivia, small summative assessment, and pictures will be on this document)		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Open up the class with a trivia question, giving students less than a minute to get their answers down and another minute to guess before moving on. This will also hint at the topic to come. Question: How much of Australia is classified as desert (a) 8% (b) 16% (c) 25% (d) 35% Answer: D. 35% of Australia is classified as desert		
5	Explain: (concepts, procedures, vocabulary, etc.) Transition into this by continuing the PP. Show and then give students the option to choose one of three unique physical geographical sites in Australia; The Great Barrier Reef, Wave rock, or 12 Apostles. Direct students in their research by giving them specific directions they are required to do before the class ends. Instructions include <u>which site you are doing, where you can find your site, something that makes your site stand out/unique/interesting to you, and if there is anything that affects the site?</u> (eg. Erosion, pollution, weathering, etc.), <u>and are there any conservational efforts protecting/supporting the site?</u> Students will have an option doing more than just one landmark if they are ahead. Students will also be informed to share their learning towards the end given there is enough time.		
25-30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) At this point, after given the instruction, each student will get a school laptop and begin researching their chosen site. With the PP still up with the instructions, students can refer to that if they have any questions on what to do. Students will have the option to pair up with another student or work as an individual. I will also be going around the class to help with any questions and for facilitation.		
5-10	Review (wrap up and transition to next activity): Students will be given the opportunity to share their research if they wish. Otherwise they will need to finalize what they have researched and prepared to turn it in their work. Students will be given participation points and points for correcting answering the instructional questions (refer to summative assessment).		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.		Summative Assessment (linked back to objectives) End of lesson: Neatness and correct grammar /2 Which site /1 Where it is /1	

Lesson Plan Template

Formative assessment will be monitoring what students have done during the task, and what students will share after the task is complete and groups are sharing what they have learned

Something interesting /2
Anything affecting the site /3
Picture/s included /1
Total /10

Consideration for Back-up Plan:

Could be extended for another day to allow students to properly do the assignment.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Wave Rock



12 Apostles



Great Barrier Reef

