

## Lesson Plan Template

<b>Grade: 7th</b>		<b>Subject: Social Studies</b>	
<b>Materials: Pen/Pencil and book</b>		<b>Technology Needed: Computer</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> <b>Lecture</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Technology integration</b> <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> G.6-12.3.1 Describe the differences and similarities among cultures around the world. G.6-12.3 Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.		<b>Differentiation</b> <b>Below Proficiency:</b> Students will have the option of doing the first 4 questions prior to the lesson so they can focus on the last 3 questions. <b>Above Proficiency:</b> Students will be given another country and culture to add to their comparisons. <b>Approaching/Emerging Proficiency:</b> Guide the student to reach all 7 questions while assisting where I am needed. <b>Modalities/Learning Preferences:</b> Visual through the PP and computers, auditory through my direction and instruction, kinesthetic through typing on computers or writing in their notebooks.	
<b>Objective(s)</b> Students will analyze the different cultures they research to determine factual information. Students will be able to determine differences and similarities between different cultures. <b>Bloom's Taxonomy Cognitive Level:</b> Understand, apply, analyze		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> 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.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be monitored and assisted when finding partners to work with. 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.			
<b>Minutes</b>	<b>Procedures</b>		
<b>2</b>	<b>Set-up/Prep:</b> Make sure the PowerPoint is ready, attendance is taken, students are in their seats ready for engagement.		
<b>3</b>	<b>Engage:</b> Opening activity is "Guess the Aussie slang!" What does "Woop Woop" mean? A) Dance move. B) <u>Middle of nowhere.</u> C) Exclamation of praise. D) Fool.		
<b>10-15</b>	<b>Explain:</b> Lecture part of the lesson. Go over the key vocabulary: <b>culture</b> (set of beliefs, values, and practices that a group of people have in common), <b>culture trait</b> (activity or behavior people take part in), and <b>cultural diversity</b> (variety of cultures in an area). Ask students for examples from prior lessons. Go into and emphasize <u>how cultures change</u> (immigration, history, environments). Relate it to the cultures of the USA, Canada, UK, or Australia (or another English-speaking Western country). I will showcase to students what they will be doing for the 'explore' part of the class with my own example to pair with a set of directions (After deciding two of the four countries as options, students will research and give an example of both countries culture, a culture trait, its cultural diversity, and how both countries of choice are different). Students will be given handouts of the directions and a worksheet. (I will do the complete example, directions, and worksheet after the lesson plan draft is checked and given the green light).		
<b>20-25</b>	<b>Explore:</b> Set of directions and worksheet will be given as a handout while my example will remain on the board. Students will get a laptop and will be able to use it for answering questions. I will monitor student progression and facilitate where it is needed as they work on the worksheet. Time warning's will be given to students to keep them aware of how much time is left. Students will also be told that they will be sharing their worksheet with other students.		
<b>5</b>	<b>Review:</b> Students will share their work with other students, either partner from a different group/country or whole class. Before the end of class, students will turn in their work for assessment.		
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b> 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.		<b>Summative Assessment (linked back to objectives)</b> <b>Questions from worksheet require an answer/example of the following regarding the country they have chosen:</b> <b>Culture characteristic /2</b> <b>Culture trait /2</b> <b>Culture comparison /2</b> <b>Self-comparison /2</b>	

## Lesson Plan Template

<b>Consideration for Back-up Plan:</b> Allow student another day or give assignment as homework depending on how far the lesson goes.	<b>Importance of culture /2</b> <b>Correct resources /1</b> <b>Complete sentences /1</b> <b>Total points /12</b>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	

My example that I would use would include Australia and USA.

- 1) A culture characteristic present in Australia is government is a Constitutional Monarchy. It consists of a Parliament, a form of representative democracy, with a Prime Minister at the head.
- 2) A culture trait present in Australia is sport. AFL (Australian Football League) is a particular sport played around Australia.
- 3) A culture characteristic present in the USA is government. The government is a Democratic Republic which consists of the executive branch, the legislative branch, and judiciary branch with a President at the head.
- 4) A culture trait present in the USA is sport. NFL (National Football League) is a sport which is played across the USA.
- 5) Australia and the USA have different forms of government and different top sports. Constitutional Monarchy for Australia and Democratic Republic for the USA. AFL for Australia and NFL for the USA.
- 6) As an Australian living in America, I am now experiencing both of those cultures. My food and day-to-day life are more from the USA, but my slang (language) is still very Australian.
- 7) I think it is important we learn about other cultures because it can help us understand other people who are not like us. Although we have similarities and differences, it is good to know these things so we can get along with others.