

Lesson Plan Template

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| Grade: 7th | | Subject: Social Studies | |
| Materials: Book, pen/pencil | | 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 checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input checked="" type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: | |
| Standard(s) G.6_12.2 Analyze the movement of people, goods, ideas, technology, etc. throughout the world. G.6_12.3 Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries. | | Differentiation Below Proficiency: Allow student to focus on certain questions and leave other questions out. Above Proficiency: Allow student to do more than the required amount and emphasize the importance of what they write. Approaching/Emerging Proficiency: Guide the student to reach the requirements for the lesson, encourage the student to be detailed and factual. Modalities/Learning Preferences: Visual through the PP and computers, auditory through my direction and instruction, kinesthetic through typing or writing in their notebooks. | |
| Objective(s) Students will make groups of 2 and create a vacation plan for their trip to Sydney, Australia. They will visit 2-3 sites, plan how they will get to each of the sites and learn about the Australian culture linked to the sites. | | 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. | |
| Bloom's Taxonomy Cognitive Level: Synthesis, Application | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) 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. | | Minutes Procedures | |
| 2 | Set-up/Prep: Create instructions, select locations, conduct prior research, front load background information - Australian culture and landmarks. Get students seated in their prior set seating plan and ready to await instruction for the lesson. | | |
| 6 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Open with asking students about their favorite vacation spots and places they would like to visit in the future. I will give some simple front-loading information about the potential landmarks the students will look at and about the Australian culture. Students will then be placed in their groups of 2 giving them the choice for partners, but monitoring and making sure everyone has a partner. Students will find their partner and proceed to get the materials and technology needed for the vacation assignment | | |
| 5 | Explain: (concepts, procedures, vocabulary, etc.) I will explain the task to the students; have the groups to pick 2-3 sites to visit, plan out how they will get to each of their sites, and to learn something about the Australian culture linked with their sites. | | |
| 25 | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will then go into their groups and work on their specific task. I will go around the class and monitor every group's progression as close as possible, helping out groups that need assistance, and facilitate as much as possible. Time warning's will be given for students to be aware of the time they have left for the assignment | | |
| 7 | Review (wrap up and transition to next activity): Before being given a final two-minute warning, students will refocus and be prepared to share what they have completed for their vacation assignment. Voluntary sharing will be the first means for one group to share what they have learned to others, otherwise groups that I have become aware of that have noteworthy information will be asked if they could share what they have learned. Students will turn in an exit slip (3,2,1) on what they have researched. 3 things they looked at, 2 facts they learned, 1 place they would like to visit. | | |
| Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. 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 | | Summative Assessment (linked back to objectives) End of lesson: Summative assessment will be done at the end when students return their exit slips after they are complete. 3 things they looked at, 2 facts they learned, 1 place they would like to visit. | |

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Consideration for Back-up Plan:

Assignment can be extended to a second day given there is not enough time for every group to complete their assignment.

If applicable- overall unit, chapter, concept, etc.:

Human geography will be the chapter. Australia will be the unit.

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