

Grade: 10	Subject: Geography
Materials: laptop, pencil, notebook	Technology Needed: laptop
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ol style="list-style-type: none"> 1. Explain the patterns, causes, and consequences of major human migration. 2. Apply the skills of geographic inquiry to analyze a geographic problem or issue. 3. Describe patterns of settlement and explain why people settle where they do and how they make their living. 	Differentiation Below Proficiency: Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information. Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information. Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research. Modalities/Learning Preferences: <ol style="list-style-type: none"> 1. Auditory: I will give direct instruction which help those who learn best by hearing information. 2. Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. 3. Kinesthetic: Students will be creating a case study in almost anyway they want as long as they can meet the standard.
Objective(s) <ol style="list-style-type: none"> 1. Students will understand what human geography is by the end of the lesson. 2. Students will analyze cause and effects of human geography by the end of the unit. 3. Students will create a case study showcasing human geography. Bloom's Taxonomy Cognitive Level: <ol style="list-style-type: none"> 1. Understand 2. Analyze 3. Create 	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time for the activity. During this time, I will walk around to make sure students remain on task. I will also ask students to	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to answer questions when asked and participate in group discussion. When given worktime, students

repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.	are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.
Minutes	Procedures
60	Set-up/Prep: <ol style="list-style-type: none"> 1. Make PowerPoint. 2. Make assignment guide.
8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. National Holiday for the day 2. Weekly Agenda 3. Course Journal Question: What is human geography? Take 2-3 minutes to write down your thoughts. 4. Share out thoughts from course journal.
30	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> 1. What is Human Geography? Geography associated with humans and their relationships with communities, cultures, economies, and interactions. 2. Why does human geography matter? Talk about how where stores are built is not random. Use example of Costco coming to Bismarck. Introduction to looking at Trends and outliers. 3. Unit Project: What is a case study? A case study is an in-depth examination of a real-world problem. Used to identify key problems and potential possibilities to fix the problems. Example would be how to deal with overpopulation. 4. Go over project requirements. Give handout to students. 5. Ask if there are any questions. 6. Go over short example of a case study on population change in Japan. As I go, I have a few mistakes in the presentation. I will ask students what I did wrong.
8	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ol style="list-style-type: none"> 1. Students will be put in groups and given different websites to look at to find data for about 5 minutes. 2. Students will share out their findings.
4	Review (wrap up and transition to next activity): <ol style="list-style-type: none"> 1. Ask someone to explain what human geography one last time. 2. Ask someone to explain the unit project one last time.
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.	Summative Assessment (linked back to objectives) End of lesson: Students will answer quick questions about human geography is and why is it important.

I will ask students questions as I go and will walk around the room during worktime.

Consideration for Back-up Plan:

If students do not have computers, I will bring up the activity on mine and we will do it as a class.

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

The case study will be used as an unit assessment.

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

Introduction to Unit Project Guide

Human Geography Case Study

For this unit, you will be tasked with completing a case study on a place to look at the importance of human geography. A case study is an in-depth examination of a real-world problem or scenario.

How will this be done?

1. Pick a place in the world. It can be a country, state, city, etc.
 - a. When you think you have an idea for a place talk to Mr. Mosbrucker for approval.
2. Pick an issue to investigate. Is the problem population, environmental, economic, or a variety?

- a. Look at things such as migration, birth rate, Gross Domestic Product (GDP), average household income, etc.
3. Can be presented in a variety of ways as long as key points are met.
 - a. Examples include but are not limited to:
 - i. Writing a paper
 - ii. Creating a video
 - iii. Making a PowerPoint
 - iv. Producing a poster
 - v. Other: Must be approved by Mr. Mosbrucker

Key Points

Project must do the following:

1. State where the place is and identify the issue being looked at.
2. Include a map showing the place in relation to the world.
3. Why is this issue important?
4. Discussion on the issue supported by data.
 - a. What is happening and how do we know its true?
5. What are the future implications if the trend continues?
6. What are possible solutions to the issue?
7. Case Study must have **AT LEAST 5** images.
8. What type of resources were used to gather information?
 - a. References
 - b. Can be cited in APA, MLA, or Chicago Style. **MUST BE CONSISTENT THROUGHOUT.**

DAY 2

Grade: 10	Subject: Geography
Materials: pencil, laptop, notebook	Technology Needed: laptop
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ol style="list-style-type: none"> 1. Explain the patterns, causes, and consequences of major human migration. 2. Apply the skills of geographic inquiry to analyze a geographic problem or issue. 3. Describe patterns of settlement and explain why people settle where they do and how they make their living. 	Differentiation <p>Below Proficiency: Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information.</p> <p>Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information.</p> <p>Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research.</p>
Objective(s) <ul style="list-style-type: none"> • Students will understand what makes a source reliable by the end of the lesson. • Students will analyze cause and effects of human geography by the end of the unit. • Students will create a case study showcasing human geography. <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Understand • Analyze • Create 	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Auditory: I will give direct instruction which help those who learn best by hearing information. • Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. • Kinesthetic: Students will be creating a case study in almost any way they want as long as they can meet the standard.

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time activities. During this time, I will walk around to make sure students remain on task. I will also ask students to repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
Minutes	Procedures
20	<p>Set-up/Prep:</p> <ol style="list-style-type: none"> 1. Make PowerPoint. 2. Find resources.
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Course Journal: What are some possible ideas for your case study? List at least 3. 2. Share out a few ideas.
25	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. Last class period we introduced out unit project which was a case study. Can someone remind me what a case study is and what the purpose of the project is? 2. Good, now before you can move forward with your research it is important to recognize what type of sources should be used. 3. In previous classes, we have talked about the differences between primary and secondary sources. Take 2-3 minutes to turn and talk with the person next to you about what primary and secondary sources are and how they could be used for your case study. Be prepared to share out. 4. Okay, now that we quickly reviewed what the different types of sources are the next step is to check if resources are reliable. 5. What are some ways we can tell if a resource is reliable or not? 6. The best way to tell if a source should be used is by comparing the information to other sources. If multiple sources are saying very similar things, the source is reliable. If a source contradicts what every other source is saying it is questionable. 7. There are examples throughout history of sources being misleading. Have any of you heard of the term “fake news?” Usually this is attributed to sources with catchy titles or misleading information. For your case study make sure the information you gather is accurate. 8. It is okay to use online articles but be cautious. 9. Are there any questions about sources? 10. I have linked some useful sources online such as the ones we looked at briefly yesterday. Our world in data, world bank, population pyramids, and more. Try to use newspaper articles that are well known and have a good history.
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. For the rest of the class period, I want you to do some quick research on the options you listed in course journal. 2. Try to decide which of the options is the most feasible. 3. Then, rank the order in which you have the most interest. You may not all get to research your first choice. I do not want everyone to research North Dakota or the United States. 4. Come to class tomorrow with your list and I will meet with each of you quickly tomorrow.

5	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. So, what do you need to have done when class starts tomorrow? 2. Remember when doing research to make sure your topic is researchable. 	
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will ask students questions as I go and will walk around the room during worktime.</p> <p>Consideration for Back-up Plan:</p> <p>If technology does not work, we will have a group discussion.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will answer in a course journal what makes a good source.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The case study will be used as a unit assessment.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

DAY 3

Grade: 10	Subject: Geography
Materials: laptop, pencil, notebook	Technology Needed: laptop
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ol style="list-style-type: none"> 1. Explain the patterns, causes, and consequences of major human migration. 2. Apply the skills of geographic inquiry to analyze a geographic problem or issue. 3. Describe patterns of settlement and explain why people settle where they do and how they make their living. 	Differentiation <p>Below Proficiency: Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information.</p> <p>Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information.</p> <p>Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research.</p>
<ul style="list-style-type: none"> • Objective(s) • Students will understand what leads to some places developing over others by the end of the lesson. • Students will analyze cause and effects of human geography by the end of the unit. • Students will create a case study showcasing human geography. <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Understand • Analyze • Create 	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Auditory: I will give direct instruction which help those who learn best by hearing information. • Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. • Kinesthetic: Students will be creating a case study in almost any way they want as long as they can meet the standard.
Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

<p>Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time for the activity. During this time, I will walk around to make sure students remain on task. I will also ask students to repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
Minutes	Procedures
20	<p>Set-up/Prep:</p> <ol style="list-style-type: none"> 1. Make PowerPoint.
10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Today you will have a little bit longer of a course journal. 2. As you complete your course journal, I will be walking around and asking everyone about their choices for the case study so please have your information ready. 3. Course Journal: What are you looking forward to the most about the case study? What are you looking forward to the least? Explain your answer and also list some possible ways in which Mr. Mosbrucker can help you
15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. It looks like you all have some solid options for your case study. That is what I like to see and thank you for putting in the time. 2. So, today I want you to have some time during class to do some research so I can answer your questions. 3. Before we do that though, we did not really get into some factors in human geography which are important. 4. The first thing I want to do is look at this map. (Map of the world showing major cities) What do you notice? 5. Most of the major cities are next to waterways. Why do you think this is? Turn and talk for two minutes. 6. Water allows easy access to goods and transportation. This led to many major cities being established there. 7. What leads people to either stay or leave somewhere? These are called push and pull factors. A push factor is something that makes people leave a certain area. A common example of a push factor would be persecution or lack of resources. A pull factor is something that leads people into a certain place. The most common is probably for work. 8. When doing your case study, identify push and pull factors the place may have.
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. You will have the rest of the class period to start researching your case study. 2. Make sure you find information before you start designing whatever option you are doing. The content is the most important part of the project.

	<ol style="list-style-type: none"> 3. I will be walking around to answer any questions. 4. Also, you probably won't get very far today, but before you begin writing make sure you create an outline. You will need to turn one in on Friday.
5	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. How is the research going? Can anyone share something interesting they found? 2. Reminder: make sure to create an outline before you begin. 3. You will have more class time this week to work, but you may need to do some as homework.
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will ask students questions as I go and will walk around the room during worktime.</p> <p>Consideration for Back-up Plan:</p> <p>If students do not have a place picked out they will need to use research time to pick one.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will share what they have found for their case study.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The case study will be used as a unit assessment.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

DAY 4

Grade: 10	Subject: Geography
Materials: laptop, pencil, notebook	Technology Needed: laptop
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ol style="list-style-type: none"> 1. Explain the patterns, causes, and consequences of major human migration. 2. Apply the skills of geographic inquiry to analyze a geographic problem or issue. 3. Describe patterns of settlement and explain why people settle where they do and how they make their living. 	Differentiation <p>Below Proficiency: Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information.</p> <p>Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information.</p> <p>Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research.</p>
Objective(s) <ol style="list-style-type: none"> 1. Students will understand importance of sources by the end of the lesson. 2. Students will analyze cause and effects of human geography by the end of the unit. 3. Students will create a case study showcasing human geography. <p>Bloom's Taxonomy Cognitive Level:</p> <ol style="list-style-type: none"> 1. Understand 2. Analyze 3. Create 	<p>Modalities/Learning Preferences:</p> <ol style="list-style-type: none"> 1. Auditory: I will give direct instruction which help those who learn best by hearing information. 2. Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. 3. Kinesthetic: Students will be creating a case study in almost any way they want as long as they can meet the standard.
Classroom Management- (grouping(s), movement/transitions, etc.) <p>Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time for the activity. During this time, I will walk around to make</p>	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students</p>

<p>sure students remain on task. I will also ask students to repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
Minutes	Procedures
20	<p>Set-up/Prep:</p> <p>Make PowerPoint.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Course Journal: What is the last thing you worked on for your case study? What is the next step? 2. Ask students if there is anything they are struggling with.
15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. Okay, I know many of you are probably wondering when this case study is due. Right now, the plan is for you to present to small groups next Tuesday. This means you will have some work time today and you will have basically all of Friday to work. 2. However, you will need to work on this a little bit over the weekend. On Monday, we will be meeting in small groups for peer review. 3. Also, make sure you have your outline completed for class tomorrow. I will be looking at these to monitor your progress. They will be graded based on if they are complete and in a logical order. 4. Before you have worktime today, I wanted to go over the rubric for how this assessment. It would not be fair to you if I am not transparent on how things will be graded. This assessment is worth 100 points. You will notice that you will be graded for having a rough draft on Monday. That grade also includes having your outline done. Make sure you all follow our class guidelines of being responsible and respectful as well. This is also a part of your grade. Another small portion of your grade is based on your presentation to the small groups and also based on the design of your project. Lastly, you will notice 40% of the grade is based on content. Make sure you put in plenty of time for this. 5. Are there any questions on grading? As always if you need anything or want to talk in private just let me know. 6. Okay, now that you know how you will be graded, I wanted to show you guys a few sources which might be helpful. You do not have to use these but are welcome to. Some helpful tools include national geographic mapmaker, ARC GIS, and newspapers such as New York Times or any other major network.
27	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. You will have the rest of class for worktime.
3	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 2. Reminder to have your outline done for class tomorrow. 3. Rubric is posted online.

<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will ask students questions as I go and will walk around the room during worktime.</p> <p>Consideration for Back-up Plan:</p> <p>If students do not</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>None</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The case study will be used as a unit assessment.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Rubric and Checklist

[**Human Geography Unit Plan EDU 421-Checklist.pdf**](#)

[**Human Geography Unit Plan EDU 421.pdf**](#)

DAY 5

Grade: 10	Subject: Geography
Materials: laptop, pencil, notebook	Technology Needed: laptop
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ol style="list-style-type: none"> 1. Explain the patterns, causes, and consequences of major human migration. 2. Apply the skills of geographic inquiry to analyze a geographic problem or issue. 3. Describe patterns of settlement and explain why people settle where they do and how they make their living. 	Differentiation <p>Below Proficiency: Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information.</p> <p>Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information.</p> <p>Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research.</p> <p>Modalities/Learning Preferences:</p> <ol style="list-style-type: none"> 1. Auditory: I will give direct instruction which help those who learn best by hearing information. 2. Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. 3. Kinesthetic: Students will be creating a case study in almost any way they want as long as they can meet the standard.
Objective(s) <ol style="list-style-type: none"> 1. Students will analyze cause and effects of human geography by the end of the unit. 2. Students will create a case study showcasing human geography. <p>Bloom's Taxonomy Cognitive Level:</p> <ol style="list-style-type: none"> 1. Analyze 2. Create 	
Classroom Management- (grouping(s), movement/transitions, etc.) <p>Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time for the activity. During this time, I will walk around to make sure students remain on task. I will also ask students to</p>	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students</p>

<p>repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
<p>Minutes</p>	<p>Procedures</p>
<p>20</p>	<p>Set-up/Prep:</p> <p>Take grades during worktime.</p>
<p>3</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Please have your outlines out and ready. • You will notice we do not have a time journal entry today. I want to make sure you have as much time as possible to get work done.
<p>5</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. I will be walking around to look at your outlines while you work. 2. Make sure you are using your time wisely. This is your last full workday so the more you get done the less homework you have. 3. If you have any questions, please ask.
<p>40</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. Students will have the rest of the class period to work.
<p>2</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have your rough draft ready to be looked at on Monday at the start of class.
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will ask students questions as I go and will walk around the room during worktime.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will show me their outline.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The case study will be used as a unit assessment.</p>

If students are on task but still need more time I will push back the due date by one day.

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

DAY 6

Grade: 10	Subject: Geography
Materials: laptop, pencil, notebook	Technology Needed: laptop
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ul style="list-style-type: none"> • Explain the patterns, causes, and consequences of major human migration. • Apply the skills of geographic inquiry to analyze a geographic problem or issue. • Describe patterns of settlement and explain why people settle where they do and how they make their living. 	Differentiation <p>Below Proficiency: Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information.</p> <p>Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information.</p> <p>Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research.</p>
Objective(s)	Modalities/Learning Preferences:

<ul style="list-style-type: none"> • Students will collaborate to give feedback to their peers to better their project by the end of the lesson. • Students will analyze cause and effects of human geography by the end of the unit. • Students will create a case study showcasing human geography. <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Collaboration • Analyze • Create 	<ul style="list-style-type: none"> • Auditory: I will give direct instruction which help those who learn best by hearing information. • Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. • Kinesthetic: Students will be creating a case study in almost any way they want as long as they can meet the standard.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be placed in groups of 2-3 based on how they have performed in class thus far. Lower students will be paired with both proficient students and highfliers to maximize feedback. During this time, I will walk around to make sure students remain on task. I will also ask students to repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
Minutes	Procedures
40	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Make PowerPoint. • Create Groups. • Print Rubrics
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Course Journal: How well is your project coming together? What still needs more work? • Today you will be grouped for peer reviews. I have printed off a copy of the rubrics for each of you to grade your partners. • I have already predetermined the groups.
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • While you are doing peer review, make sure to be honest in your groups. If something is not correct tell them. If they are missing something or something is confusing tell them. • Make sure you are doing this in a respectful way. Reminder that you are graded on respect and responsibility. • I would like you to write on whomever rubric you are peer reviewing three things they did well and three things they need to work on. • I will be walking around to answer any questions.

37	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will peer review each other's work
3	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • I decided to give you tomorrow to work on the changes your peers suggested so tomorrow will be a workday. • Also, I know some of you are probably worried about the presentations. As long as you know the information you will be fine.
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will ask students questions as I go and will walk around the room during worktime.</p> <p>Consideration for Back-up Plan:</p> <p>If students are on task but still need more time I will push back the due date by one day.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will show complete rubrics for each other and give feedback.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The case study will be used as a unit assessment.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

DAY 7

Grade: 10	Subject: Geography
Materials: laptop, pencil, notebook	Technology Needed: laptop
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ul style="list-style-type: none"> • Explain the patterns, causes, and consequences of major human migration. • Apply the skills of geographic inquiry to analyze a geographic problem or issue. • Describe patterns of settlement and explain why people settle where they do and how they make their living. 	Differentiation <p>Below Proficiency: Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information.</p> <p>Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information.</p> <p>Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research.</p>
Objective(s) <ul style="list-style-type: none"> • Students will understand what leads to some places developing over others by the end of the lesson. • Students will analyze cause and effects of human geography by the end of the unit. • Students will create a case study showcasing human geography. <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Understand • Analyze • Create 	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Auditory: I will give direct instruction which help those who learn best by hearing information. • Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. • Kinesthetic: Students will be creating a case study in almost any way they want as long as they can meet the standard.

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time for the activity. During this time, I will walk around to make sure students remain on task. I will also ask students to repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
Minutes	Procedures
	Set-up/Prep:
3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • I noticed that some of you needed more time to make changes so today that’s what you will get. • You will notice we do not have a time journal entry today. I want to make sure you have as much time as possible to get work done.
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • I will be walking around to look at your outlines while you work. • Make sure you are using your time wisely. This is your last full workday so the more you get done the less homework you have. • If you have any questions, please ask. • For those of you who are done please look over your project to make sure you are not missing anything. Then, you can either work on other homework or make maps using ARC GIS or mapmaker.
40	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will have the rest of the class period to work.
2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have your final draft ready tomorrow.
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: None</p>

<p>I will ask students questions as I go and will walk around the room during worktime.</p> <p>Consideration for Back-up Plan:</p> <p>Students who are done with their case study can work on other homework, continue to edit, plan the presentation, or make maps online.</p>	<p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The case study will be used as a unit assessment.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

DAY 8

<p>Grade: 10</p>	<p>Subject: Geography</p>
<p>Materials: laptop, pencil, notebook</p>	<p>Technology Needed: laptop</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p>	<p>Differentiation</p> <p>Below Proficiency:</p>

<ul style="list-style-type: none"> • Explain the patterns, causes, and consequences of major human migration. • Apply the skills of geographic inquiry to analyze a geographic problem or issue. • Describe patterns of settlement and explain why people settle where they do and how they make their living. 	<p>Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information.</p> <p>Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information.</p> <p>Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Auditory: I will give direct instruction which help those who learn best by hearing information. • Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. • Kinesthetic: Students will be creating a case study in almost any way they want as long as they can meet the standard.
<p>Objective(s)</p> <ul style="list-style-type: none"> • Students will understand what leads to some places developing over others by the end of the lesson. • Students will analyze cause and effects of human geography by the end of the unit. • Students will create a case study showcasing human geography. <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Understand • Analyze • Create 	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time for the activity. During this time, I will walk around to make sure students remain on task. I will also ask students to repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
<p>Minutes</p>	<p>Procedures</p>
<p>20</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Plan order of presentations • Print rubrics
<p>3</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Today, again there is no writing prompt. • You will be presenting in alphabetical order by last name.
<p>5</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p>

	<ul style="list-style-type: none"> • For your presentations, simply walk us through your project. Why did you choose it? What was interesting? What was confusing? Why did you choose to include the information that you did? • I have a rubric printed out for each of you and I will fill it out as you present and leave comments on why you received the grade you did. • You will not receive your grades until everyone has gone and we had our reflection day. • If you are not presenting be respectful and think of questions to ask at the end. • This will take two days.
40	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Presentations
2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Good job today. • The rest of you be prepared for tomorrow.
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will ask students questions as I go and will walk around the room during worktime.</p> <p>Consideration for Back-up Plan:</p> <p>Students who are done with their case study can work on other homework, continue to edit, plan the presentation, or make maps online.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will give presentations.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The case study will be used as a unit assessment.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

DAY 9

Grade: 10	Subject: Geography
Materials: laptop, pencil, notebook	Technology Needed: laptop
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ul style="list-style-type: none"> • Explain the patterns, causes, and consequences of major human migration. • Apply the skills of geographic inquiry to analyze a geographic problem or issue. • Describe patterns of settlement and explain why people settle where they do and how they make their living. 	Differentiation <p>Below Proficiency: Students will be encouraged to choose a place with easy to access information and will receive guiding links to find information.</p> <p>Above Proficiency: Students above proficiency will be encouraged to do a case study on a place where it is more difficult to find information.</p> <p>Approaching/Emerging Proficiency: Students will get a choice on which place they would like to research.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Auditory: I will give direct instruction which help those who learn best by hearing information. • Visual: Students will be given handouts with the requirements for the PBL, and other information will be seen on a PowerPoint. • Kinesthetic: Students will be creating a case study in almost any way they want as long as they can meet the standard.
Objective(s) <ul style="list-style-type: none"> • Students will understand what leads to some places developing over others by the end of the lesson. • Students will analyze cause and effects of human geography by the end of the unit. • Students will create a case study showcasing human geography. <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Understand • Analyze • Create 	

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time for the activity. During this time, I will walk around to make sure students remain on task. I will also ask students to repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
--	---

Minutes	Procedures
20	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Plan order of presentations • Print rubrics
3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • We will be continuing presentations. • Again, you will be presenting in alphabetical order by last name.
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Quick reminders on what to do. • For your presentations, simply walk us through your project. Why did you choose it? What was interesting? What was confusing? Why did you choose to include the information that you did? • I have a rubric printed out for each of you and I will fill it out as you present and leave comments on why you received the grade you did. • You will not receive your grades until everyone has gone and we had our reflection day. • If you are not presenting be respectful and think of questions to ask at the end.
40	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Presentations
2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Good job today. • Be ready for a group discussion tomorrow. You do not need to prepare anything.

<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p>
---	--

in strategies, etc.

I will ask students questions as I go and will walk around the room during worktime.

Consideration for Back-up Plan:

Students who are done with their case study can work on other homework, continue to edit, plan the presentation, or make maps online.

Students will give presentations.

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

The case study will be used as a unit assessment.

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

DAY 10

Grade: 10	Subject: Geography
Materials: laptop, pencil, notebook	Technology Needed: laptop
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>Analyze the movement of people, goods, ideas, technology, etc. throughout the world.</p> <ul style="list-style-type: none"> • Explain the patterns, causes, and consequences of major human migration. • Apply the skills of geographic inquiry to analyze a geographic problem or issue. • Describe patterns of settlement and explain why people settle where they do and how they make their living. 	<p>Differentiation</p> <p>Below Proficiency: Students will not be cold called on.</p> <p>Above Proficiency: Students will be cold called.</p> <p>Approaching/Emerging Proficiency: Students will be cold called.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Auditory: Group Discussion • Visual: Questions will be visible on PowerPoint. • Kinesthetic: Hands on communication.
<p>Objective(s)</p> <ul style="list-style-type: none"> • Students will understand what leads to some places developing over others by the end of the lesson. • Students will analyze cause and effects of human geography by the end of the unit. • Students will discuss the importance of case studies. <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Understand • Analyze • Discuss 	

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be paired with whoever is sitting closest to them in groups of two or three when it comes time for the activity. During this time, I will walk around to make sure students remain on task. I will also ask students to repeat information as we go and ask for any questions. If students are off task, I will pause the lesson.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students are expected to answer questions when asked and participate in group discussion. When given worktime, students are expected to be doing coursework. Students are also expected to be respectful and responsible at all times.</p>
--	---

Minutes	Procedures
---------	------------

20	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Create PowerPoint with guiding questions. • Arrange desks in a circle
----	---

3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Course Journal: You have completed your case study. How do you feel?
---	--

5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Today we are going to sit back and have a group discussion about your thoughts on the case study. • I would like all of you to participate. • This will help me to make changes to make the learning experience better in the future. • It will also be interesting to see how your thoughts compare to your peers. • Make sure to be respectful and responsible. • I will ask questions on the projector and we will go from there. • When you are speaking, reply to the person who spoke before you. • Make sure not to dominate the conversation.
---	--

40	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Go through PowerPoint questions
----	---

2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Good job today. • Tomorrow we will be starting a new unit.
---	---

<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: Students are sharing their thoughts on the assessment.</p>
--	--

<p>Students will be asked questions.</p> <p>Consideration for Back-up Plan:</p> <p>If students do not talk, I will begin to cold call.</p>	<p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

PowerPoints

[**Spring 2021\EDU 421\EDU 421 Unit Plan full teach .pdf**](#)

[**EDU 421 Unit plan lesson 2.pdf**](#)

[**EDU 421 Unit Plan lesson 3.pdf**](#)

[**Unit Plan EDU 421 lesson 4.pdf**](#)

[**Unit Plan Lesson 6 EDU 421.pdf**](#)

[**Unit Plan EDU 421 lesson 10.pdf**](#)