

## Lesson Plan Template

<b>Grade: 9</b>		<b>Subject: Global Studies</b>	
<b>Materials: laptop</b>		<b>Technology Needed: laptop, notes</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 type="checkbox"/> Lecture <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 type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> 12.1 - Analyze historical achievements related to science and technology. 12.2 - Explain historical changes related to religions and ideologies. 12.5 - Analyze causes and effects of global events in the past using primary and/or secondary sources. 12.6 - Explain how past and event connect to the present.		<b>Differentiation</b> <b>Below Proficiency:</b> Students will have the opportunity to use a template for their museum which will allow them to not have to make their project completely from scratch. Students can watch the linking video to add understanding. <b>Above Proficiency:</b> Students will be able to completely customize their museum however they want to. This will allow students to dive as deep as they would like in order to expand their learning. Students will not have to watch through linking video if they do not need to. <b>Approaching/Emerging Proficiency:</b> Students will be able to customize their museum as much as they want and decide which information, they think is valuable. <b>Modalities/Learning Preferences:</b> Visual: Images will allow students to get a bet representation of events from the past. Tactile: Students are creating a project on the computer. Auditory: Students will present information, and this will allow us to hear more information.	
<b>Objective(s)</b> 1. Students will understand the causes of historical conflict by the end of the unit. 2. Students will analyze historical conflicts. 3. Students will create a virtual museum showcasing events related to religious conflict by the end of the unit.  <b>Bloom's Taxonomy Cognitive Level:</b> Understand, analyze, create		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected to have their desks cleared off during lecture to ensure they do not have any distractions. Students should pay close attention because this is their assessment for the unit.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students are in pods right now. They will be able to ask their pod mates questions during work time to allow collaboration.			
<b>Minutes</b>	<b>Procedures</b>		
<b>60</b>	<b>Set-up/Prep:</b> Create PowerPoint, look through examples, create lesson plan		
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1. You guys have been talking about religious conflicts for the last week and now it's time to get ready for your unit assessment. 2. As you all know, you will not be having a test this unit and will instead be doing a project. I am sure you all are wondering what that project is.		
<b>35</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1. Today we will be starting your unit project. This will take place of a unit test. Reminder this grade will count as an assessment grade. 2. Bring up picture of the Heritage Center. What is this building? Right, it is a museum. What is the purpose of a museum? Turn and talk to a partner for 2 minutes. 3. You will be tasked with creating a virtual museum. You are probably wondering what will need to be included in this and how will it be done. 4. To create your museum, you will be using google slides and be linking slides. You are probably wondering what this will look like. 5. Pull up google slide example. 6. This is a template of what your museum could look like. Does your museum need to look exactly like this? ... No. In fact, this is just an example and I would like you to make this completely your own. That means you should not just copy and paste your information. The reason I am giving you this example is because I know not everyone has the same type of technology and creative abilities. This can be used to get you started. Also, some of you may not know how to link slides together and that is okay. Others already know how to do this. If you do NOT know how to link slides Mr. Kost was kind enough to make a short video showcasing how to do so and it is uploaded onto Google Classroom. One thing I cannot stress enough is that before you link slides make sure you have them all completed. Why might this be? ... If you change the order of your slides before they are in the right spots it is		

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	<p>going to take you to the wrong place and it will mess up the whole project. So please, make sure you have your slides in the right location before you link them. Is there any questions about this?</p> <p>7.. Okay, now you are probably wondering what kind of information you need for this assignment. Here is a list.</p> <p>8. Pull up list of requirements and go through them using an example of an artifact previously mentioned in class.</p> <p>9. Lastly you are probably wondering how this will be graded.</p> <p>10. Pull up rubric and go over grading.</p> <p>11. Next, you are probably wondering when this is due. This will be due next Friday. You will have to present this. The form of the presentation has not been determined yet so just be prepared.</p> <p>12. I would highly suggest you start your project by creating an outline on paper first. This will help with organization. Next, worry about actually making the slides. Then, start your research and add them to your slides. Finally, link slides. Remember that linking must be the last step you do.</p> <p>13. The tentative schedule for next week is workday on Monday, at homework day on Tuesday because of ACT testing, workday Wednesday with Mr. Kost, peer review Thursday, and presentations Friday.</p> <p>14. Any final questions before you get work time?</p>
<p style="text-align: center;"><b>10</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>1. Students will have time to start their museum project.</p>
<p style="text-align: center;"><b>2</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>1. Okay, I am going to stop you there for the day. Remember you will be having workdays next Monday and Tuesday. These are due next Wednesday.</p> <p>2. Is there any final questions?</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          Ask students if they have any questions throughout when I am giving directions.          During work time I will walk around and see if everyone is still working on projects.</p> <p><b>Consideration for Back-up Plan:</b>          If lecture goes long or short, work time will be adjusted. If there is no Wi-Fi, I can have rubric and requirements printed beforehand so I can still go over information. Students will still be able to create an outline no matter what.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b>          This will be used as the final unit assessment for the unit.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          Students seemed to be engaged and excited to do the project. They asked questions related to the subject and when given work time they were mostly on task. One thing I would change is to spend a little more time going over the examples.</p>	