

Grade: 7th	Subject: Geography
Materials: Paper and pen/pencil Computer	Technology Needed: Phones or Computers (students) Projector
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) G.6_12.1 Describe the physical processes that shape the Earth’s surface and how these affect the lives of people who live there. G.6_12.3 Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries. G.6_12.5 Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.	Differentiation Below Proficiency: I will have the notes for them to follow along with and have blank spots for them to write in notes on the side. For the organizer or assignment, I will have guiding notes so that when they are looking for information in the book, they will have an idea where to look. Above Proficiency: They will write their own notes when going over Section 1. The same will be for the assignment and they will be expected to find what they need in the chapter on their own. If they want to add more to any section, they are encouraged to do so.
Objective(s) I can describe how human being are dependent upon, adapt to, and modify their environment to meet their needs. I can analyze the unifying physical and human characteristics of a region and their formal and informal boundaries. Bloom’s Taxonomy Cognitive Level: Knowledge, Remember	Approaching/Emerging Proficiency: They will write their own notes when going over Section 1. I will let the students know when they should write information down from the slides if it is necessary. When doing the assignment/notes, they will do this on their own. Modalities/Learning Preferences: Students who are more likely to fall behind, will be given notes to follow along with. Discussion during the notes, will allow for questions and not just direct instruction. There is also time for working alone for those students who work better independently.

	For the online students, I will have everything done for them including the assignment or the information to find in the book.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will be in their desk while we are in large groups writing notes.</p> <p>Then students will independently work on their assignment/notes.</p> <p>We will come back together as a large group to discuss what they have found and compare it to mine.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>I expect the students to listen while I am giving the notes and talking.</p> <p>I expect the students to respect one another by not talking over each other and letting one another finish.</p>
Minutes	Procedures
	<p>Set-up/Prep: I will have the presentation ready to go along with the notes given to the students who need guided notes. The organizer or assignment will be ready for them to start in class. If they do not finish, I have the answer. I just want them start and get an idea to Canada.</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>I will do a bellringer that shows celebrities from Canada to get them engaged so there might be connection. Throughout the presentation there will be fun facts that will hopefully draw students back in if they are distracted.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>The notes given are about the physical geography of Canada. This will include features that are shared with the United States and new features that the students do not know yet. I will go over physical geography, climate, and the resources of Canada. This will be done quickly so that the students have time to begin work on.</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> <p>Give them the graphic organizer that they use when they go through the chapter to find certain physical features, resources, and other aspects of Canada. There are three main sections in the book that will guide them to find what they are looking for.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>We will go over what they have found so far and compare it to the information I found. This is not an assignment they will take home but just to help them begin to understand Canada.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check- in strategies, etc.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p>

I will be checking on the students by paying attention to their questions that they have about Canada and if they are understanding the information given. The assignment will also show me if they understand not only what I assigned but if they know what to look for.

Consideration for Back-up Plan:

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

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