

Lesson Plan Template

Grade: 8th		Subject: Social Studies
Materials: Chromebook and paper		Technology Needed: Chromebook
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list)
Standard(s) WH.6_12.6- Explain how past events connect to the present. WH.6_12.4- Analyze the influence of social, cultural, and economic developments on individuals.		Differentiation Below Proficiency: Students are lacking the required 2 minimum facts for each topic, or the information they submitted does not link to the topic correctly. In regards to the article, the student may need further assistance in numbering the paragraphs or highlighting the key terms. (Too much is highlighted) Above Proficiency: Students facts are relevant and show clear knowledge of the topics, more than 2 facts for each in the venn-diagram. Students correctly number the paragraphs and highlight only the main points in the article. Approaching/Emerging Proficiency: Students information in the venn-diagram shows understanding of the topic, one or two points may be slightly off, but overall good understanding of the content, and correct information. In regards to the article, students number paragraphs correctly. Highlight the key terms, and maybe a bit more than needed, but key terms are highlighted. Modalities/Learning Preferences: Students can do the Venn-diagram on paper, or print out the article and submit. Some students may be asked to only 1 fact, due to their ability, or have a simpler article, this is at the discretion of the teacher.
Objective(s) TLW be able to connect both, the USA and Canada's, culture and history to one another and compare the differences by filling out the venn-diagram. TLW be able to analyze the article given to them and understand culture and economic development can affect individuals, connections to past and present events, along with asking thought provoking questions. Bloom's Taxonomy Cognitive Level: Students will will analyze the information regarding the US and Canada, they will be asked to compare and contrast information that they have learned. Students will also be expected to apply and understand the information they read in the article		
Classroom Management- (grouping(s), movement/transitions, etc.) N/A		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will not mute themselves for long periods of time or be away from the screen for over 5 minutes. Classrooms rules that are useable online still apply
Minutes	Procedures	
10	Set-up/Prep: Make daily PowerPoint, and have article ready for students	
10	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Go through PowerPoint, have students engage in the daily political cartoon and other slides. Then ask students what they can recall about Canada from their memory. Have minor discussion about what the students recall, and answer any questions students would have. Have students do a short turn and talk to compare the USA and Canada from what was just discussed.	
15	Explain: (concepts, procedures, vocabulary, etc.) Students will be given a PDF copy of the article that they are suppose to read and mark up, they will also have access to a document that is a blank Venn-Diagram. We will start off with the Canadian Pipeline Protest Forces Closure Of Major Rail Link article from NPR. We will first number the paragraphs, I assist them with doing the first 3 paragraphs, then ask them to finish it on their own. Once they have done that, students will read two paragraphs at a time, highlighting key terms. Once they have finished they will discuss what terms they highlighted and why. This will be done for the remainder of the article. Students will then be given the Venn-Diagram, comparing the USA and Canada.	

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15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students can use previous notes to complete the diagram in regards to Canada, and then use the internet to search up USA facts that align with the Canada. Students will work independently to create 2 facts for: history, economy, government, and fun facts. The class will then come back together, to fill in a class wide Venn-diagram, students will fill in any missing information.</p>		
5	<p>Review (wrap up and transition to next activity): Students will do an exit slip that is on Google Classroom reviewing the content of the lesson.</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Ask the students questions during the different sections, before transitioning to the new topic ask if there are any questions or confusion on anything I said. Students will also be asked to participate, by giving their answers to particular questions.</p> <p>Consideration for Back-up Plan: Students read the article and have a worksheet where they compare the BC pipeline issue to the Keystone pipeline issue in the US. Students would hand this in.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson: Students will submit their venn-diagram to Google Classroom, for a completion grade. The exit slip will also be graded for completion.</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A</p> </td> </tr> </table>	<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Ask the students questions during the different sections, before transitioning to the new topic ask if there are any questions or confusion on anything I said. Students will also be asked to participate, by giving their answers to particular questions.</p> <p>Consideration for Back-up Plan: Students read the article and have a worksheet where they compare the BC pipeline issue to the Keystone pipeline issue in the US. Students would hand this in.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will submit their venn-diagram to Google Classroom, for a completion grade. The exit slip will also be graded for completion.</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A</p>
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	<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>As we know this is not exactly how I had planned to teach my lesson, but for being somewhat un-technologically savvy it went okay. I was fortunate enough to have some of my friends pretend to be students, but of course it is hard to teach them to an extent. If I had the class I was suppose to have, it most likely would have been longer. I believe the article was a good level for the students, and the venn-diagram helps students make connections between the USA and Canada. Being able to see the clear differences and similarities between the two can help solidify the content.</p>		