

Lesson Plan Template

Grade: 7		Subject: World Geography	
Materials: Laptop, Skeleton notes, PowerPoint, Entrance/Exit slip.		Technology Needed: Laptop	
Instructional Strategies: <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)		Guided Practices and Concrete Application: <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:	
Standard(s) G.6_12.2 Analyze the movement of people, goods, ideas, technology, etc. throughout the world. G.6_12.2.2.1 Explain how movement of goods, information, and population are affected by technology.		Differentiation Below Proficiency: Students performing below proficiency will have visual aids to look for throughout the PowerPoint and a star next to what needs to be written down while taking notes. Material being taught will also be related to the real world and how it affects us today. Above Proficiency: Students who are performing above proficiency will be given goals through an agenda. Students will also have the opportunity to work on their Venn Diagram assignments if there is time. Approaching/Emerging Proficiency: Students who are approaching proficiency will be able to receive help from the instructor while still be given the opportunity to utilize their own skills. Students will also be able to relate the material to real world and how it affects our world today. Modalities/Learning Preferences: Verbal/Linguistic, Visual/Spatial.	
Objective(s) Students will be able to identify the main four provinces that were brought together by the Canadian Pacific railroad. Students will be able to summarize the main purpose of the Canadian Pacific railroad and categorize how it was put together. Students will be able to summarize the role that the Canadian Pacific railroad in Immigration and Population.			
Bloom's Taxonomy Cognitive Level: Remembering, Understanding			
Classroom Management- (grouping(s), movement/transitions, etc.) "I would like you all to clear off your desks except for your Chromebooks." "When you are done with your entrance slip please sit quietly and wait for further instruction." "I would like you to put away your notes in your blue Social Studies folders and take out your Chromebooks again."		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) Students are aware of the routine of entering and taking a seat. Students are expected to raise hand prior to speaking.	
Minutes	Procedures		
0-2	Set-up/Prep: Desks will be arranged in their usual spots. (While students are entering and getting ready for class, the teacher will take attendance and use this time as a check in with students.) After students take their entrance slip they will be handed the skeleton notes made by the instructor.		
10-15 min.	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will then go over the agenda on the board which is a part of the PowerPoint. Agenda includes: <ul style="list-style-type: none"> - Entrance slip - Hand out notes - Video - Bell ringer - Presentation/notes - Exit slips Students will be asked to take out their Chromebooks first to take an entrance slip in the form of a quiz on google classroom to see how much prior knowledge they have about the Canadian Pacific Railroad.		

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	<p>Video: https://cpconnectingcanada.ca/</p> <p>After the video students will answer the Bell Ringer question that is on their notes about the video they just watched.</p> <ul style="list-style-type: none"> - Bell Ringer: From the video, why was the railway important to Canada and how did it help the country to evolve? (2-3 sentences) <p>As students go along in the PowerPoint instructor will incorporate different fun facts about the Canadian Pacific Railway to keep students engaged with the material and draw them in more with the material.</p>
25 min	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - When finished with the entrance slip students will receive pre-printed skeleton notes. - After students have taken their entrance and exit slip they will receive their results right away, but students will only be graded on their exit slips. - Students will be asked to write at the top of the notes: <ul style="list-style-type: none"> o Name o Period - Students will be asked to write down anything that has a (*) next to it as it could be on the exit slip.
2 min	<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"> - As students go along in the notes they will be asked series of question to stay engaged with the content. - These questions include: <ul style="list-style-type: none"> o Which two provinces are a part of Central Canada? o From chapter 5 which mountain range do we think the CPR runs through? o What do you think a ready-made farm is? Why would people be interested in that? o What do we think an economic boom is? o Why do you think the CPR was significant to the war effort? o From chapter 5 again what is America’s “manifest destiny?” Does Canada have a “Manifest Destiny?” o Do you think that the railroad is still in use today? - When finished with notes students will be asked to put their notes away and get their Chromebooks out again to take an exit slip to see what they have learned about the Canadian Pacific Railroad.
2 min	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - At the end of the period the instructor will ask for any final questions. - Students will then be asked to put stuff away, get their things organized, and wait to be dismissed.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - Students will take place in a Formative Assessment in the form of an entrance and exit slip. This activity is designed to help evaluate what students knew before the presentation and what they learned after the presentation. <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the end of the lesson students will take an exit slip to see what knowledge they have gain from the presentation given by the instructor.</p> <p>If applicable- overall unit, chapter, concept, etc.: Chapter 6: Canada, Section 2: History and Culture. The Canadian Pacific Railroad brought about immigration and migration which has shaped Canadian culture. Students at the end of the chapter will take a chapter 6 exam.</p>

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- As a back up plan instructor will have Canadian Pacific Railroad word search that students can start on if there is still time left after the presentation.

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

By the end of this lesson students will understand the importance of the Canadian Pacific Railway and how it helped Canada to become the country that it is today. Instructor will enhance the students' knowledge through entrance and exit slips as a formative assessment to see what student already know and what they learned after the presentation.

In the future, a couple of things that I would change the lesson would be to go slower and talk more about the topic at hand. I would also like to give more interesting facts about the topic as they go along in the lesson. During the lesson I had students do an entrance/exit slip and in the future if I had more time, I would go over questions with students from the entrance and exit slips.