

## Lesson Plan Template

<b>Grade:</b> 7		<b>Subject:</b> World Geography	
<b>Materials:</b> Venn Diagram worksheet, Blue Social Studies Notebook		<b>Technology Needed:</b> N/A	
<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"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <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>  <b>G.6_12.3</b> Analyze the unifying physical human characteristics of a region and their formal and informal boundaries		<b>Differentiation</b>  <b>Below Proficiency:</b> 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.  <b>Above Proficiency:</b> 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.  <b>Approaching/Emerging Proficiency:</b> 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.  <b>Modalities/Learning Preferences:</b> Verbal/Linguistic, Visual/Spatial.	
<b>Objective(s)</b>  Students will be able to compare the lengths of the Canadian/US border and the Mexico/US border.  Students will be able to categorize the similarities and differences of the Canadian and Mexico borders.  Students will be able to summarize the role that the Mexico and Canadian borders play in our world today.  Students will be able to reflect on the importance of the Mexico and Canadian borders.  <b>Bloom's Taxonomy Cognitive Level:</b> Understanding and Evaluating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  "I would like you to please take out your blue Social Studies notebooks and prepare to take notes."  "Can we transition from this slide?"  "Anything on the PowerPoint with a star next to it please write it in your notes as it could be used for your Venn Diagram."  "Are there any questions before we transition?"			
<b>Minutes</b>		<b>Procedures</b>	
<b>0-2</b>		<b>Set-up/Prep:</b> 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.)  When students are seated instructor will pass out worksheet with a Venn Diagram on it.	
<b>5 min</b>		<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  Before students go over the agenda they will be asked to clear off their desks of everything except their blue Social Studies notebooks.  Student's will go over the agenda which is a part of the PowerPoint Agenda Includes: <ul style="list-style-type: none"> <li>- Riddle</li> <li>- Pass out Venn Diagram worksheet</li> <li>- Notes</li> <li>- Work Time</li> <li>- Venn Diagram Worksheet – Due Friday</li> </ul>	

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	<p>For an attention getter students will be asked to solve a riddle.  <b>Riddle: David's parents have three sons: snap, crackle, and what's the name of the third son?</b>  <b>Answer: David</b></p> <p>After the agenda students will begin to take notes from the PowerPoint presentation.</p> <p>As students go along in the PowerPoint instructor will incorporate different fun facts about the two borders connected to the US to keep students engaged with the material and draw them more into the material.</p>
<p style="text-align: center;"><b>10 min</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>Students will be asked at the beginning of the agenda to get out their blue Social Studies notebook. They will be asked to turn to a blank page in their notes.</p> <p>On the blank page they will be asked to write:</p> <ul style="list-style-type: none"> <li>- Chapter 7: Mexico – the borders of Canada and Mexico</li> </ul> <p>Students will be asked to write down anything that has a (*) next to it as it could be useful for their Venn Diagram Worksheet.</p>
<p style="text-align: center;"><b>25 min</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>As students go along in the notes they will be asked a series of questions to stay engaged with the content. These questions include:</p> <ul style="list-style-type: none"> <li>- How many borders are there that connect with the US?</li> <li>- What are the borders that the US shares with two other nations?</li> <li>- What Great Lakes does the border run through?</li> <li>- What is a border checkpoint or border crossing?</li> <li>- What does transcontinental mean?</li> <li>- What is the name of the department or group that patrols the borders?</li> <li>- What is a peninsula?</li> <li>- Why is the border important?</li> </ul> <p>When finished with notes instructor will go over the directions of the Venn Diagram worksheet with students. Students if time will be asked to use the rest of class time to complete the worksheet and will be reminded to use their notes to complete the worksheet.</p> <p>Students will be reminded that what they do not complete will be homework. During work time students will be able to ask the instructor any questions that they may have.</p>
<p style="text-align: center;"><b>2 min</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- At the end of the period the instructor will ask for any final questions.</li> <li>- Students will then be asked to put stuff away, get their things organized, and wait to be dismissed.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>- Students will complete a Formative Assessment in the form of a Venn Diagram which will track what they have learned from the material and will link back to their objective of comparing and contrasting the two borders connected to the US.</li> </ul> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> Students at the end of the lesson will have time to work on their Venn Diagram worksheet to compare and contrast the borders of Mexico and Canada.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b>          At the end of the chapter students will take a summative assessment in the form of a chapter test.</p>

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- If class runs short on time students will have the Venn Diagram worksheet as homework. If class runs long on time students will have the extra time to work on Venn Diagram worksheet.

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

By the end of the lesson students will know the similarities and differences of the two borders that surround the United States. Students will also be able to pinpoint the time periods when the boundaries were created and the role they play in our world today. The Venn Diagram worksheet that students will be asked to complete will help students to understand the difference in the borders connecting the US to Canada and Mexico and how they affect the two countries they are connected to.

In the future for this lesson, I would like to practice on going slower when giving out the information about the topic while also explaining more to students what compare, and contrast is and why it is important to use the technique of compare and contrast. In the future I would also use more classroom management techniques of bringing students back to the lesson at hand just in case they get off topic.