Lesson Plan Template

Grade: 7	**Subject: Life Science**
Materials: Poster board, markers, colored pencils, scissors	**Technology Needed: Devices for students to create presentations**

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

Standard(s)
MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Objective(s) Students have an understanding of human impact on ecosystems.
Students can use critical thinking to develop possible solutions for these impacts.
Students can create a short presentation to clearly communicate their solutions for human impacts to others.

Bloom's Taxonomy Cognitive Level: Application, synthesis

Differentiation

Below Proficiency: These students would have the option to work with a partner so could get support from their peers. The way that information is presented can chose by the students. Students will be able to choose a presentation method that they prefer.

Above Proficiency: These presentations only have a few requirements but they also allow students flexibility with how they go about the presentation. High achieving students will be encouraged to find more information about the human impacts.

Approaching/Emerging Proficiency: Students at this level will be monitored throughout the work time. If needed, I will ask probing questions to help them put together information for their project.

Modalities/Learning Preferences: Visual, interpersonal, linguistic

Classroom Management- (grouping(s), movement/transitions, etc.)
Students will be working on their own human impact presentation or with a partner, but will then collaborate in small groups to think about potential roadblocks and solutions. The main transition will be from the explanation to the project itself.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Students will be expected to work on their presentations and also collaborate with other students during the discussion time. They also be expected to give respectful feedback on their peer's presentations.

Minutes	Procedures
10	**Set-up/Prep: Set up brief PowerPoint on changing environments and set out presentation materials.**
5	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** **The discussion will begin on how things change over time. Turn and talk about abandoned building/ lots. What they notice/ what do they look like.**
10	**Explain: (concepts, procedures, vocabulary, etc.)** **I will use a brief PowerPoint to continue the discussion on the types of environment change and human impacts. Students will then create a mini-presentation of a human impact on the environment in the local area. The presentation will include a negative human impact, who/what does it affect, and a potential solution to the issue. Students will have the option to choose how they present their information, and they will be suggested ideas of poster or short powerpoint. The students will create a presentation on their own or with a partner. Afterwards, the students will share it with a small group of students. After presenting, the group will help the person think about potential roadblock and how they would fix it. This will be added to the presentation.**
Rest of day and part of next if needed	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** **Students will have time to research a negative human impact on an ecosystem using their books and personal/school devices. They will create their presentations and include all criteria. (20-25min) They will then present and discuss each of the presentation. I would use a timer to regulate the time that they spend on each person and their presentations, roughly 2-3 minutes for each presentation.**
-	**Review (wrap up and transition to next activity):**

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	Review would be dependent on the time it takes for students to create their presentations.
Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-** **in strategies, etc.** **I would be able to check in on individual students while they work on their presentations. The presentations and reflections would show their understanding of the issue. The students will also get feedback from their peers during the discussions.** **Consideration for Back-up Plan: If devices were not available to use to make presentations, this could also be done be creating hand drawn posters but still using the same criteria. Students who are absent from class could begin working on the presentations using google slides if needed.**	**Summative Assessment (linked back to objectives)** **End of lesson: They will submit their presentations to me so I can grade their work and give feedback.** **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?) **This lesson was recorded as if it were being taught in a distance learning setting. The original lesson contained content about all types on environmental changes and I split the content into two separate days. This way the students would have a full day to focus on the human impacts and work on their presentations.**	