Lesson Plan Template

Grade: 10 th		Subject: Biology
	Role/ Argument Handouts	Technology Needed: Devices with internet access
	al Strategies:	Guided Practices and Concrete Application:
	instruction	Large group activity Hands-on
	d practice cooperative learning	Independent activity Technology integration
	tic Seminar 🛛 Visuals/Graphic organizers	Pairing/collaboration Imitation/Repeat/Mimic
Learni	ing Centers D PBL	Simulations/Scenarios
Lectur		Other (list)
	ology integration Modeling	Explain:
Other	(list)	
Standard(s		Differentiation
Standard HS-LS2-7 Design, evaluate, and refine a solution for		Below Proficiency:
	ne impacts of human activities on the environment and	These students would be given more straight forward roles/
biodiversit	y.	arguments to why or why not the wolves should be introduced.
		Above Proficiency:
		These students would get more complex roles/ arguments and
Objective(5)	make sure to spread them among the discussing groups.
	omprehend the complexity of species preservation and	Approaching/Emerging Proficiency:
	impact humans just as much as the species being	These students would be mixed in throughout the groups. When
protected.		checking in with the groups, I would listen on their
-		conversations and ask leading questions as needed.
		Modalities/Learning Preferences:
Bloom's Ta	ixonomy Cognitive Level: Comprehension	Linguistic, Interpersonal
Classroom	Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to
Students w	/ill be put into two discussion groups to discuss the	the lesson, rules and expectations, etc.) Students will be expected to
different a	rguments and then they will come together for a large	read their assigned arguments and participate in the debate while
group deba	ate. Each student debating from the perspective of their	being respectful of their peers.
assigned ro	ble.	
Minutes	Procedures	
5	Set-up/Prep: I will need to set up a brief presentation and print handouts for the students.	
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	I will ask what students know of endangered species and s	start a discussion on the importance of biodiversity.
5	5 Explain: (concepts, procedures, vocabulary, etc.)	
	I will introduce the history of the debate of Gray Wolf reintroduction in Colorado.	
	Fundamentaria in trata in trat	harden and harden at the state of the
25	experiences, reflective questions- probing or clarifying questions) The students will be acting as "representatives" for different	
		s will be given an information handout with one of four possible
	"groups" to represent; hunters, ecologists, park rangers, or ranchers. The class will have a few minutes to read their handout and	
	then get into teams of same roles to go over the questions at the bottom. The class will split and go on either side of the	
		would represent. One side will be for those who are representing
		re against. Each of the four teams will get 2 minutes to present to the
		for or against wolf reintroduction. As other teams present, students
	will fill out a simple handout on the other group's position	is and arguments.
7	Review (wrap up and transition to next activity):	
The class will come together and we will discuss other information that would be important to this debate as well as potentia		
consequences of the debate for either outcome.		
Formative Assessment: (linked to objectives) Summative Assessment (linked back to objectives)		
-	monitoring throughout lesson- clarifying questions,	End of lesson: Students will finish an argument summary handout
	trategies, etc.	and answer questions about what they think Colorado should do and
-	each of the smaller discussion teams to address concerns	what compromises could be made.
	ication to what they are reading. I will also ask probing	
questions	to get a gauge for their understanding.	If applicable- overall unit, chapter, concept, etc.:
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Consideration for Back-up Plan:	
If I didn't have a full day to teach this lesson. Students could go over	
their own roles and then get into groups of four, one representing	
each group and explain in the small discussion groups the people	
they are representing and help each other fill out the argument	
summary handout. This would allow the process to go more quickly	
but the students would have less overall involvement.	

Reflection (What went well? What did the students learn? How do you know? What changes would you make?) This lesson was taught to my peers in an education class and I received helpful feedback. The discussion afterwards showed that the lesson gave insight to how complicated the process of species conservation can be. One successful aspect of the lesson was that the issue was a current one and so it made it relevant for the class. This lesson could be made into a two-day lesson plan if time were to allow. It would differ in that the entire first day would consist of them working in teams and researching the debate themselves. The second day would be the actual debate with each team first presenting their arguments but then having time to ask questions as well as try to think of compromises. This would promote more student engagement in the activity and students would be able to apply their knowledge more.