**Lesson Plan**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Campus /Teacher:** | | Marchese/Benitez | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Monday  8/10/15 | |
|  | | | **Standard** | | | | | | |
| **Performance Objective:** | | | SBWAT develop organization system for social studies class. | | | | | | |
| **Language Objective** | | | Students will watch a short video clip and then write a paragraph reflection.  Students will look up words, write definitions and draw a representation for each vocabulary word. | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Natural resource, adaptation, latitude, longitude, absolute location, relative location, GPS, region  Writing – reflections  Reading – vocabulary building,  Organization – use of interactive notebooks  Collaboration – pair work | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Retaining information is a process that generally takes more than one review. Along with learning how to effectively review and revise Cornell Notes, you will also keep an organized record of important vocabulary terms for each area of study. Creating and working with an interactive notebook will help you by giving you a source that you can go back and refer to or study from. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bell Work – Students will watch short clip of a retirement speech and then they will write a paragraph about what they would like someone to say about them when they retire. 2. Set up interactive Notebooks – students will attach covers, set up table of contents and create tab for geography 3. Vocabulary activity introduction – students will be given a blank vocabulary activity graphic organizer and the completed version for the first 4 entries will be projected. 4. Working in pairs, students will complete the geography vocabulary g.o. #1 & 2. 5. Students are instructed on how to construct and attach to interactive notebook. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | GP – model interactive notebook set up, vocabulary graphic organizer  IP – working in pairs, students will complete geography vocabulary graphic organizers. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Participation check – students will explain how they contributed to class today. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Completion of I.N. set up and vocabulary graphic organizer. | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples   None | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Campus /Teacher:** | | Marchese/Benitez | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Tuesday  8/11/15 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | S4C2-PO2 Explain the concept of regions and why they change.  S4C1- PO4 – Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world. | | | | | | |
| **Performance Objective:** | | | Students will understand the decennial census using maps, analysis skills and interviews. | | | | | | |
| **Language Objective** | | | Students will view video segments and take Cornell Notes. Students will read a reading passage and analyze a map, then write in a chart. Students will write questions for a class census. | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Census, decennial, interview, data  W – Quick write  I – Develop questions  C – Group collaboration  O – Focused note taking  R – Cornell note taking | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Geographers and historians use many tools to analyze information about the earth and people. At times government agencies assist in proving the data necessary for historians and geographers to analyze. The U.S. Census is one source of data that they can draw upon to deduce the impact people have made to any one area. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bell work: QW: “If you are bilingual, then you are doubly rich.” Explain this quote. What does Cisneros mean? Do you agree with her? Why or Why not? 2. Discovery Ed – Video Segment: Introduction to Census & Sampling. 3. Discovery Ed – Video Segment: Tracking N.Y. Population. 4. Reading: Population of the U.S. 5. Complete Population of the US Census and mapping activity. 6. Class created census – working in groups of 4 – students will develop questions to be included in the class census. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | GP – Model labeling of paper for Cornell Notes and review process.  IP – Complete U.S. Census and mapping activity g.o.  Collaborate to develop questions for class census. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | 1. Students will switch groups and review questions produced with another team. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | 1. Completed mapping exercise. | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples   Review Cornell Notes, fill in information & write a summary. | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Campus /Teacher:** | | Marchese/Benitez | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Wednesday  8/12/15 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | S4C2-PO2: Explain the concept of regions and why they change.  S4C4-PO4: Analyze how social (e.g. family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live. | | | | | | |
| **Performance Objective:** | | | Students will understand the importance of agriculture and natural resources to specific regions of the United States. | | | | | | |
| **Language Objective** | | | Students will read and participate in note-taking strategies. | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Gross, export, harvesting, threshing, minerals, deposits, irrigation,  W – Write a reflection (BW)  C – Group collaboration  O – Focused note taking  R – Cornell note taking | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | When we evaluate US census data we can determine where people are living and in what numbers. Geographers use this information and couple it with maps that tell us where natural resources are located. These two bits of data are part of the process of understanding why people move to specific locations throughout the United States. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bellwork: CNN Student News archive – learn how to use Forums in LEARN. 2. Reading: U.S. Geography – Economic Features – Agriculture 3. Cornell Notes on reading. 4. Grazing Animals & Fishing Map. 5. U.S. Geography – Economic Features – Natural Resources 6. Cornell Notes on reading. 7. U.S. Natural Resources Map | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | GP – Read, class discussion  IP – Agriculture map; Natural Resources Map | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Completing the summary, checking with a partner for completeness, comparing to teacher’s idea of what the key ideas were. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Completion of maps. | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples   Review Cornell Notes, fill in information & write a summary. | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Campus /Teacher:** | | Marchese/Benitez | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Thursday  8/13/15 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | S4C2-PO3: Compare the historical and contemporary interactions among people in different places and regions. | | | | | | |
| **Performance Objective:** | | | Students will examine how different Native Americans groups adapted to their environments. | | | | | | |
| **Language Objective** | | | Students will read passage, write Cornell notes, | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Pueblo, drought, adobe, federation  W – Write a reflection (BW)  C – Group collaboration  O – Focused note taking  R – Cornell note taking | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Before there was a US census, or even a United States, there were people in North America. Where and how they lived is connected to where we live today. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bellwork: CNN Student News Archives – forum question 2. Reading: North American Peoples – Early Native Americans 3. Cornell Notes – review heading of paper & proper technique 4. North American Peoples Timeline Activity – Model completion of parts of timeline. 5. Create a personal family timeline with 7 points. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | GP – Model Cornell Note taking, Class Reading  GP – Timeline activity  IP – Personal Timeline activity | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Pair/Share – Three W’s (What did you learn today? So What? (relevancy) Now what? (How does this fit into what we are learning. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Completion of North Americans peoples Timeline. | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples   None | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Campus /Teacher:** | Marchese/Benitez | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Friday  8/14/15 | |
|  | | **Standard** | | | | |
| **Strand/Concept:** | | NO SCHOOL FOR STUDENTS | | | | |