CMS Lesson Plan

Teacher: Carter, Hamby, Swann Lesson Date: 1/19 – 1/22/2016

Subject: 7th Grade Social Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS7H1: The students will analyze continuity and change in Africa leading to the 21st century** | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  **Monday (Holiday)** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  c.  d. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* |  |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there* |  |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Powerpoint on the 8 Themes. |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)* |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* |  |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  T |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)Include for* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes: conflict, change, society** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks **-Cornell Notes**  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -**Think/Pair/Share** -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS7G9 The student will locate selected features in Southern and Eastern Asia.** | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  **Tuesday/Wednesday** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert , Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.  b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 15min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Jumpstart Question: What River is India’s most important river? Why is it important, and where does it start and end? |  |
| 15min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped?*  *CNN Student News: Viewing and Short discussion ( Answer 2 questions)* |  |
| 20min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge],*  Students will today sketch a map of Southern and Eastern Asia. They will Label their map of Southwest Asia with the different physical features, including Rivers, Bays deserts, seas and mountains. |  |
| 20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process  Write 2 interesting facts about each of the Physical Features listed. Give an additional fact that will help you remember this feature and were it is located. |  |
| min | * **Independent Practice**: *(individual practice, discussion, writing process.)* |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Interactive map Game: Students will Identify the physical features as review. Then without notes and books. |  |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?) Pick 2 different Physical Features that you believe will be easy to remember the location of then tell why?* |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Study notes; Students can utilize the interactive map game to practice the countries and practice identifying the physical features. Review their notes of the 2 facts about each physical feature. |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Projector, Textbook, Georgia Standard Workbook, Social Studies Interactive Notebook. |
| **Notes: Vocabulary:**  ( **Physical Features**): Indus River, Ganges River, Bay of Bengal, Indian Ocean, Himalayan Mountains Taklimakan Desert, Gobi Desert, Huang He, Yellow River, Yellow Sea, Yangtze River, Mekong River, Korean Peninsula, Sea of Japan, South China Sea. (***Countries***)to Know: China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam. (***Additional Terms)*** : peninsula, sediment, monsoon season |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks **-Cornell Notes**  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -**Think/Pair/Share** -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS7G9 The student will locate selected features in Southern and Eastern Asia.** | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  **Thursday/ Friday** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  **b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.**  *a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert , Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.*  ***( Review a. from Mon& Tues))*** | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  *Jumpstart:* |  |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)* |  |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Map Skills, Vocabulary, & locations of particular countries listed( in above in objective)  All students will receive a printed map with outlines of countries and the blank map so they can label the physical features on the back ( 2 sides). Students will label the countries (A), and color the required countries to be known One color of their choice. The other countries will be colored an alternate color(s) DIFFERENT than the color of the required countries.  On the Back with the blank map, the students will label the physical features as they are in Southern and Eastern Asia. |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Students will use the desk maps, textbooks, and World Globe to assist in accurately labeling the map |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Student will write 2 important facts about the countries listed and tell which physical features are in the countries.  Students can work on work not completed from Tues/Wednesday ( Their sketched maps of SE Asia with physical features) |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Interactive Country Identification Game** |  |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Interactive Country Identification Game** |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Review notes of the physical features and Practice identifying where the countries are located by Interactive Map Game |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Textbook, Georgia Standards workbook, projector, SS Interactive notebook |
| **Notes:**  **Vocabulary**: ( **Physical Features**): Indus River, Ganges River, Bay of Bengal, Indian Ocean, Himalayan Mountains Taklimakan Desert, Gobi Desert, Huang He, Yellow River, Yellow Sea, Yangtze River, Mekong River, Korean Peninsula, Sea of Japan, South China Sea. (***Countries***)to Know: China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam. (***Additional Terms)*** : peninsula, sediment, monsoon season |

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| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |