Name____Ryan Adams_____

Lesson Plan

Learning Segment Focus_Why do people move?_____ **Lesson** _____3_____of_____5_____

Course & topic addressed Social Studies: Patterns and Consequences of Settlement and Migration
Date_3/10/2020_____ **Grade**__7_____

Student Outcomes

Specific learning **objectives** for this lesson.	Students will analyze different reasons for migration and their consequences.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	There may be students who have moved in the area. Other students may have heard about immigration either on the news or from their parents or both.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	QR codes will be given and links will guide them to appropriate and understandable context.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**HS.5.7.2** Analyze *spatial patterns* and consequences of settlement and migration (e.g. voluntary and involuntary, seasonal, shirt- and long-term migration, *push- pull-factors*)

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	• **Push- pull-factors** • **Voluntary and involuntary migration**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Students will be using teacher generated QR codes to analyze different reasons for migration. Students will be given heavy context clues about the reasons for migration and its impacts. Students will need to be able to use the academic language to discuss the different reason for migration in the proper syntax.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Printed QR codes, large world map, exit slips
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	iPad with QR reader app, can use iPads for writing but may also use pencil and paper

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 Minutes	**Introduction**: • Background knowledge activation	• I will ask the students if they know what immigration is by show of hands. • I will then ask for reasons why people move and will call on students to answer.
30-35 minutes	**Instruction:** • Students will scan QR codes found on a world map that will lead them to websites that describe migrations from an area or to an area in historical and recent contexts	• The students will be scanning the different QR codes and then writing notes about the information that they find. • I will be monitoring the students for understanding and completion.
10-15 minutes	**Closure:** • Students will fill out an exit slip on the reasons for migration	• I will pass out the exit slips and have the students leave them on a desk when they head out of the class.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	Accessibility features can be turned on for those that need it. They could also receive printed copies of the websites.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	Printed versions of the websites with notes/highlights could be given to those that need it. I could also provide greater, more direct context for the students who need it.

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	☐ Formative /☐ Summative	Check for understanding during investigation
	☐ Formative /☐ Summative	Exit slips
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	This relates to the social learning research theory.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.