

Name Ryan Adams

## Lesson Plan

**Learning Segment Focus** Humans and the Environment **Lesson** 2 **of** 4

**Course & topic addressed** Social Studies: Symbiotic Relationships **Date** 4/2/2020 **Grade** 7

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will make a video to describe the relationships between humans and their environments
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students will likely have prior knowledge of how humans change the earth.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students are surrounded by examples of how humans live in the environment.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>ES.9.7.2</b> Describe symbiotic relationships between humans and their environments
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<ul style="list-style-type: none"> <li>• <b>Symbiotic relationship</b></li> <li>• <b>Environment</b></li> </ul>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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?</p> <p>What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	Students will need to describe the relationships between humans and the environment. They may need assistance understanding all of the impacts that humans and the environment have on each other. I doubt many of the students have heard of a symbiotic relationship, so I may need to provide an example of one. Within the example, they will hear the word in context and how to use it.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Videos of examples of environmental symbiosis, iPad, pre-shot videos
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	iPad

**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	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Activation of background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• I will ask if the students know what a symbiotic relationship is.</li> <li>• If there is no answer, I will provide it</li> </ul>
30 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Examples of symbiotic relationships</li> <li>• Inductive model</li> <li>• Instruction on how to use Adobe Premier Rush</li> </ul>	<ul style="list-style-type: none"> <li>• I will provide examples of symbiotic relationships</li> <li>• I will ask students how they think humans and the environment live together and how they affect each other.</li> <li>• After getting responses, the students will group the responses and name them</li> <li>• The students will then make generalizations about how humans and the environment form a symbiotic relationship</li> <li>• I will spend the last 10 minutes going over the project they will do and give them time to play around with and learn the video editing software, allowing them to ask me questions if they need to.</li> </ul>
10 minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be instructed to make a video about the symbiotic nature of their hometown.</li> </ul>	<ul style="list-style-type: none"> <li>• In this project, students will need to make a short video which showcases the symbiotic nature of their hometown environment. This is not meant to be a major project, but to allow them to get to know their surroundings better.</li> </ul>

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>Those who need it will work in groups on the video project</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I will provide contextual support throughout the lesson. When it comes to the video project, I will allow those who are having difficulties to work in a group with someone stronger.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	<p>Checks for understanding during lesson</p>
	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	<p>Video project</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>This relates to the discovery learning theory by Montessori, Piaget, and Taba</p>
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1Zoj:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
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