

Unit Plan Template: _____

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| Grade: 10th Grade | | Subject: Social Studies | |
| Materials: | | Technology Needed: | |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) | | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: | |
| Standard(s) 8.1.1 Interpret current North Dakota thematic maps (e.g. soils, climate, vegetation, water, climate) to identify where people live and work, and how land is used. | | Differentiation Below Proficiency: Given a map of ND, label counties, major cities, lakes and rivers. Above Proficiency: Draw their own ND map and map out counties, major cities, rivers, and lakes. Label on necessary information relating to standards. Approaching/Emerging Proficiency: Meet standards and objectives. Students will be able to meet these standards and objectives with other state maps and compare each to each other. Modalities/Learning Preferences: Intrapersonal, visual, tactile | |
| Objective(s) Students will be able to: • Create a North Dakota Map. • Outline Counties. • Identify and label major cities and surrounding towns. • Identify and label major lakes and rivers. • Identify and label differences of soils where farming, climate, and vegetation is, and visually represent how it is different. Bloom's Taxonomy Cognitive Level: Knowledge, Apply, Create | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to behave for this lesson as they are expected every other day in the classroom. Group work noise is to be kept to a minimum and appropriate towards the topics selected. No outside talk or extra work is to be done while using computers and finding sources. | |
| Classroom Management- (grouping(s), movement/transitions, etc.) Students will begin each class in their assigned seats. I will give the all clear to collect computers in an organized fashion, one group/row/etc. at a time. Once all students have their computers, they will be able to group up with their peers (no more than three) and gather together in the classroom, common area, and if necessary be allowed to visit the school library | | | |
| Minutes | Procedures | | |
| 5 | Set-up/Prep: Gather computers and needed materials, explaining assignment, and group up. | | |
| 10 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Questions: 1. What is the capital of ND? 2. What are the top five biggest cities in ND? 3. What are two major rivers in ND? 4. What is one major lake in ND? Hand out maps (modified if needed). | | |
| 1-2 days depending on the length of the class. | Explain: (concepts, procedures, vocabulary, etc.) Procedures: 1. Collect daily materials. 2. Work on labeling maps. 3. Clean up. Concepts: 1. See Objectives. 2. Be able to determine how civilization works based on resources of the land and climate changes, and other natural resources. Vocabulary: 1. Climate 2. Rivers 3. Lakes 4. Vegetation 5. Soils | | |
| 1 day | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have students brainstorm to be able to determine how civilization works based on resources of the land and climate changes, and other natural resources. Students will then use online resources to support their reasoning and type a 1 page summary. | | |

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| 1 day | <p>Review (wrap up and transition to next activity): Class discussion on findings through maps and research of civilization.</p> |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Be available to students for questions and help to guide. Have them utilize peers and technology to research. Walk around and observe students while they work and help guide them in research.</p> <p>Use review discussions to determine how well they understand the concepts of the lesson.</p> <p>Consideration for Back-up Plan: Must work alone or if class is too distracted, they will required to do the project at home and we will move onto the next standards and activity in class.</p> | <p>Summative Assessment (linked back to objectives) End of lesson: Use personal summary papers as an assessment.</p> <p>If applicable- overall unit, chapter, concept, etc.: In a unite test, use the map and have students label different areas covered in the map project.</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): *Peer Reflection* Visual aids are good and will be relevant to where the students currently live. I like the idea of having the students create their own maps. Also giving them the opportunity to use outside resources for their reasoning is a good idea. Also, letting them use a projector to create their map is good.</p> | |