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| NECC_NETS_small | **Lesson Plan for Implementing NETS•S—Template I*(More Directed Learning Activities)*** |
| ***Template with guiding questions*** |
| Teacher(s) Name | E. Drake |
| Position | Teacher |
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| Phone | 678-465-7573  |
| Grade Level(s) | 7th |
| Content Area | Social Studies – Geography |
| Time line | 5 days- (Friday – Tuesday) The Lessons in the LMS are scheduled, but due dates are flexible. |

**Standards** (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)

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| Content Standards | SS7G1 Locate selected features of Africa. a. Locate on a world and regional political-physical map: Sahara, Sahel, |
|  | savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert. |
|  | b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan |
|  | SS7G2 Explain environmental issues across the continent of Africa. |
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| NETS\*S Standards: | **1b** Students build networks and customize their learning environments in ways that support the learning process.**1d** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. |
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|  | **2a** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. |
|  | **2b** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or networked devices. |
|  | **3a** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. |
|  | **3b** Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. |
|  | **4b** Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. |
|  | **6a** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.**6d** Students publish or present content that customizes the message and medium for their intended audiences. |
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**Overview** (a short summary of the lesson or unit including assignment or expected or possible products)

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| Students have learned about different regions of Africa. In this lesson, students take on the role of Travel Agent and will create a Travel brochure to an African country. The brochure should include relevant information about the selected country including a flag a flag and a map, information on physical features, climate, government, economy and the environment. Students post their “brochure” to the Tour Guide Padlet. They view two peers’ brochures on different countries and select which country they would want to visit and explain why they selected that country and how it is similar to their posted country. |

**Essential Questions** (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

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| 1. How is where we live vital to how we live?
2. How have your actions had intended and unintended consequences?
3. How can something that is good for one be bad for another?
4. How can one person cause serious change?
5. How does society affect government?
6. How does location impact economy?
7. Who should benefit from a country’s resources?
8. Why is water pollution something that impacts everyone?
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**Assessment** (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

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| Students will create a presentation for their African country and post it to the Tour Guide Padlet. Students will read/view their peers’ post and explain how two countries are similar, select a country to visit and explain why they selected it. Students will submit the county they selected to a Google Form and will select how far they have progressed on a checklist at the end of day one and at the end of day 4. Student products are assessed with a rubric. Differentiation is present via student choice of country, students have 6 countries to choose from, and end product selection, students can produce an Adobe Spark video, Google Tour, PowerPoint, paper brochure, etc. for their selected country travel brochure.  |

**Resources** (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

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| Students use technology to receive all instruction and complete assignments. Connexus LMS and Pearson etextbook- Student content and resource access point, Adobe Connect – Synchronous Lessons and Recordings, Google Forms – for formative assessment, www.cia.com-The world Factbook optional resource for research, Adobe Spark, PowerPoint, Google Tour Builder, cell phones – for presentation creations. Padlet -Post creation |

**Instructional Plan Preparation** (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

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| Students would need to know information about varying regions within Africa. At this point in the unit. Students have taken several assessments in the LMS on the African countries we are studying from interactive review activities, to 3 question quick checks and 10 question Quizzes. They know how to use their resources in the etext, LMS and internet to search for information to fulfil the lesson requirements. Many students are experts at using and experimenting with technological applications for presentations, however, some students are relative novices. Some students also require step by step directions for completing the assignments. The directions were recorded in Adobe Connect, so students can listen, pause, and review the instructions as needed. I also offer Open Office Hour sessions 4 days of the week where students come into my virtual class to ask questions. Some questions from students included “How do I find the rubric?” and “Is it ok if I write my project and take a picture of it?” I use the open office hour to advise students on how to find resources and how to use the resources and skills they have to complete the assignment.   |

**Management** Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or troubleshoot them?

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| Students attend synchronous lessons and open office hours, but they communicate with me and not with each other during these sessions. Students use their own devices remotely and work on the project individually. Students received a digital citizenship orientation during onboarding and are reminded of this fact when we are in session. Some may have issues due to power or internet outages due to storms and they can turn in their assignments late without worry of penalty. Students who have technical error with programs or need to determine how to access specific programs are provided with help via me during a phone call or open office or via our School Support personnel.  |

**Instructional Strategies and Learning Activities** – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure higher order thinking at the analysis, evaluation, or creativity levels of Bloom’s Taxonomy? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to communicate and collaborate with each other and others? How will you facilitate the collaboration?

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| During this lesson, I am a facilitator and students are the researchers and presenters of information. I provide students with support and guidance as needed for optimal completion of the assignment. Students assuming the role of a travel agent is an authentic career role, students are also utilizing research and writing skills which are transferrable skills for the workforce. The research they acquire must be summarized and synthesized for them to create the presentation. Technology is an essential component of every part of the lesson. Students communicate with me in synchronous sessions and they communicate with each other via their feedback on the Padlet.  |

**Differentiation** (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

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| Student choice for country, choice is type and amount of technology use to create presentation. Step by step procedures for students are generated by the collaborative teacher or by me upon request and emailed to families and or communicated via phone or during Open Office Hour. When students come to open office and multiple students have questions I walk all students through the portfolio and answer specific questions to alleviate student concerns. Students who wish to use technology that I have not indicated are free to do so as long as they meet the rubric requirements in their presentation. Students who need longer to finish the assignment due to 504, IEP or other documented issues are allowed to do so without academic penalty. Assistive technologies for students who receive them via 504 have already been provided to students via our school counselors. Any additional technologies needed by our students can be provided by school support.  |

**Reflection** (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?

**•** Did students find the lesson meaningful and worth completing?

**•** In what ways was this lesson effective?

**•** What went well and why?

**•** What did not go well and why?

**•** How would you teach this lesson differently?)

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| After submitting their presentations to the Padlet, students can view any of their peers’ presentations. They selected two peers’ presentations of different countries than their own and based on the presentations the students “like” the country where they want to travel. Students then explain why they selected their country based on specific information from the peer presentation. This lesson effectively allowed students to develop their research and writing skills related to the social studies content. Some students misread the directions and provided information about problems with the economy instead of problems with the environment. In the future, I would make sure that the economic and environmental components are separated in the directions and rubric. |

**Closure:** Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson?

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| If others implemented the lesson and they do not normally use technology, they should determine the comfort levels of students with technology. They should also make sure that their school does not have any issues with students using various types of software on school devices. My students also have a set schedule for turning in assignments, but there is also flexibility built into the system. A traditional brick and mortar setting might have issues with students taking much longer than 5 days to complete an assignment, whereas it does not impact our lessons in the virtual environment in the same way.  |