

<b>Grade:</b> 7 <sup>th</sup>		<b>Subject:</b> US History	
<b>Materials:</b> Note taking tools, crafting supplies		<b>Technology Needed:</b> Computer/iPad	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: This lecture will incorporate large group discussion points used for open class discussion.	
<b>Standard(s)</b> US.6_12.3: Explain the relationship of events focusing on the link between cause and effect		<b>Differentiation</b> <b>Below Proficiency:</b> Students don't grasp the concept of terror attacks and their significance in the world. <b>Above Proficiency:</b> Students can identify a large number of events from lectures and apply them to an understanding of terror attacks. <b>Approaching/Emerging Proficiency:</b> Students can understand what a general terror attack is but may not be able to distinguish them apart from other violent acts. <b>Modalities/Learning Preferences:</b> This lecture will allow the students to come to an understanding of the causes and effects of terror attacks and the damages they cause.	
<b>Objective(s)</b> Students will, by the end of the lesson, be able to understand the significance of terror attacks on our nation as well as other nations by seeing firsthand facts, figures, and images of the damages that terror attacks have caused throughout history.			
<b>Bloom's Taxonomy Cognitive Level:</b> Expressing, discussing, linking			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The majority of class time will be used for the lecture. If time permits, then they may work silently on their required work packets at the end of class.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will need to remain quiet during lectures. This means that they will need to follow all general class rules such as speaking when it is their turn and respecting others while they speak.	
<b>Minutes</b>	<b>Procedures</b>		
0	<b>Set-up/Prep:</b> Normal classroom row setup for the lecture.		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> "Today we will discuss the entry into the War on Terror for the US and NATO." This will lead our class down the path I would like them to continue on for their thought process and identification of events.		
25	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> My lecture for the class will be heavily fact-based with emphasis on dates and events that occurred on each date. Students will need to identify and record each date as they see fit in order to complete a timeline of events that they have within a packet of work distributed earlier in the week.		
10	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> I will lead the lecture but pause when questions or comments arise in order to assist in the learning of this complicated time in history. I will also pause at certain points to place emphasis on certain items within the lecture so to show the deep necessity of understanding what we are truly discussing.		
10	<b>Review (wrap up and transition to next activity):</b> Upon conclusion, I will have a list of review questions as well as a generally short period where they can ask any remaining questions before either permitting work time or ending the class as a whole.		
<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> At certain points, I will stop and ask probing questions to ensure students are following along.		<b>Summative Assessment (linked back to objectives, END of learning)</b> The lecture will fit into cooperating teacher's overall chapter. Questions from my lecture will be placed on the chapter test. Components from my lecture can also be chosen as a topic for their brief presentations in relation to the overall chapter.	

**Backup plan:**

Exit slip containing five random questions pertaining to the lecture and discussion points.

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**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

Not much feedback was given regarding fixes needed. A possibility of a backup plan and a correction of terminology was all that was recommended/ received.