

Lesson Plan Template

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| Grade: 7 th Grade, 40 Minute period (25 Students) | | Subject: Health | |
| Materials: Index Cards, Writing Materials, Textbook or Computer | | Technology Needed: Projector, Computer | |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <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"/> Hands-on <input type="checkbox"/> Independent activity <input 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: | |
| Standard(s): <p style="text-align: center;">S1.M5.7: Define Abstinence in relation to health behaviors</p> | | Differentiation Below Proficiency: Students performing below proficiency will be put in a group with students who are performing more proficiently Above Proficiency: Students performing above proficiency will work with those who are not. They will also be used to help explain the activities. Approaching/Emerging Proficiency: Students who are approaching proficiency will also be used to help explain, just to make sure they get the information to get to their goal. Modalities/Learning Preferences: Verbal, Visual, & Interpersonal | |
| Objective(s) The Learners Will... 1) Describe how alcohol effects a person’s life physically, emotionally, and socially 2) Identify different disorders that accompany alcohol use and key terms that come with alcoholism Bloom’s Taxonomy Cognitive Level: Remember, Understand, Apply, Analyze, Evaluate, & Create | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will use the routine of entering and sitting at their assigned seats Students are to be silent until called on Students are expected to respect each other while working in collaboration | |
| Classroom Management- (grouping(s), movement/transitions, etc.) Students will enter the classroom and sit in their assigned seats Students will be given direction on the activity, which will also be on the board | | | |
| Minutes | Procedures | | |
| 0 | Set-up/Prep: Students will enter the room and sit at their assigned seats. As they walk in they are to look at the board and read the agenda on the whiteboard, the pre work activity will be on the board. | | |
| 0-5 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The opening question will be “What are three different effects of alcoholism?” The students will write the answer on a piece of paper on turn in to the box. | | |
| 5-8 | Explain: (concepts, procedures, vocabulary, etc.) Today the students will be going over the PowerPoint lecture on alcohol. They will start by answering the question on the board and putting the answer in the box, just to see where their knowledge is on the subject. As we go through the PowerPoint, the students will be asked to write down a certain amount of key points they think are important. At the end of the lecture, we will review key terms as time allows, and homework will be assigned as needed. | | |

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| 8-30 | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>We go through the powerpoint, and the students will write down what they feel are the important points.</p> | |
| 30-40 | <p>Review (wrap up and transition to next activity):</p> <p>Review of key terms, and assign homework if the teacher sees fit</p> | |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>The Formative assessment will come from seeing the key points the students wrote down, and the homework that will be turned in at a later date.</p> <p>Consideration for Back-up Plan:</p> <p>Video of the effects of alcohol</p> | <p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>There will be a vocab quiz at the end of the unit</p> | |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I think this lesson would work really well in getting the students to understand how detrimental alcohol can be. It is important to get started with this age group because of how at risk they are. I think getting them to review constantly about the key points will get to them how big of an issue it is.</p> | | |