

LESSON PLAN # 1

Course/Subject:
CGC1D / Grade 9 Geography

Time: 75 min period
(This is lesson 1 of 2)

Date: August,
2022

Student Learning Goal and Success Criteria	Instructional Considerations
By the end of the lesson students will be able to explain how hurricanes form and how we can use that information to prepare and mitigate the impact.	"Building thinking classrooms" strategies will help to support all learners.
<p>Overall Expectations: B1. The Physical environment and Human Activities B2. Interrelationships between Physical Systems, Processes and Events</p> <p>Specific Expectations: B1.5 analyse the risks that various physical processes and natural events, including disasters, present to Canadian communities, and assess ways of responding to these risks.</p> <p>B2.1 analyse interrelationships between physical processes, phenomena, and events in Canada and their interaction with global physical systems.</p>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning stations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Rich discussion questions <input type="checkbox"/> Case study <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Oral Presentation <p>Assessment <i>FOR</i> Learning: Happens during the learning. Feedback to feedback to advance student learning & use student progress/learning needs to inform teaching.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conversations <input type="checkbox"/> Observations <p>Assessment <i>AS</i> Learning: This assessment helps students take more responsibility for their own learning by setting goals and monitoring progress towards them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Formative Quiz (no marks) <input type="checkbox"/> Collaboration <input type="checkbox"/> Group conversation <input type="checkbox"/> Presentation <input type="checkbox"/> Peer-Assessment <p>Assessment <i>OF</i> Learning: Teachers use evidence of student learning to assess student achievement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Portfolio/notebook <input type="checkbox"/> Test/Quiz
<p>Minds On: (10 min)</p> <ul style="list-style-type: none"> • "Unveiling Stories" <ul style="list-style-type: none"> ○ Organize students into random groups of three (you can use pickerwheel.com to randomize or a deck of cards (with extra cards removed). ○ Students write their responses to the prompts on the slide for each picture on the vertical whiteboard ○ Class discussion after all prompts to each picture complete. Option: "gallery walk" while discussing. ○ (Note: This aligns with "Building Thinking Classrooms" where students are standing in Random groups of 3 at vertical, non-permanent surfaces. One marker per group. Student writing can only record other group members ideas) 	
<p>Action: (55 min)</p> <ul style="list-style-type: none"> • Introduction (Slides 4 and 6). Quick introduction of today's task, including info that storms are increasing in intensity. • Station Groups <ul style="list-style-type: none"> ○ Use the same groups of 3 from the Minds on activity. ○ Provide the attached station group slides to students via Google Classroom. ○ As a group, students can choose with "floor" to visit first (I recommend all groups start with floor 1 and 2 first). Each floor is a 10 minute station. (There is a 10 minute timer on the introduction slides). At the station they can choose which link(s) to use. They likely won't have time to look at each link. ○ At each station, students should add some point form notes to the note handout. It should be point form "what would they tell their future self". This could be done individually or with their small 	

group.	
Consolidation: (10 min) <ul style="list-style-type: none"> Using their “notes to future self”, each student to create a 1 minute “elevator speech” of what they learned. (instructions on slide 7) In the last 2 minutes they can walk around classroom to say their speech to 2 different people. 	
Differentiated Instruction and/or Accommodations: <ul style="list-style-type: none"> Provide digital copies of note template so student can used Google Read & Write to record notes to future self. Provide headphones so students can use Google Read & Write to listen to website information/ choose videos to listen to. 	

Resources and Materials Needed
<ul style="list-style-type: none"> Vertical non-permanent surfaces or chart paper (enough for groups of 3 in class) Markers (1x # of groups) Chromebooks (ideally 1:1, minimum one per group) (some material could be provided in printed form if required) Smartboard (for minds on) Note handout (1 each)
Further Considerations (Cross-curricular , Indigenous Education)

Reflection & Next Steps	
How do I know they learned what I was trying to teach them? How do I know the instructional strategies I chose were effective? What evidence am I using to determine this?	What worked well in this lesson and what could I do differently next time? What topics or specific students do I need to revisit?

LESSON PLAN #2

Course/Subject:
CGC1D / Grade 9 Geography

Time: 75 min period
(This is lesson 2 of 2)

Date: August,
2022

Student Learning Goal and Success Criteria	Instructional Considerations
By the end of the lesson students will be able to use coordinates to plot a storm and determine how that information can be used to assess and respond to risk.	"Building thinking classrooms" strategies will help to support all learners.
<p>Overall Expectations: B1. The Physical environment and Human Activities B2. Interrelationships between Physical Systems, Processes and Events</p> <p>Specific Expectations: B1.5 analyse the risks that various physical processes and natural events, including disasters, present to Canadian communities, and assess ways of responding to these risks.</p> <p>B2.1 analyse interrelationships between physical processes, phenomena, and events in Canada and their interaction with global physical systems.</p>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on experience <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Rich discussion questions <input type="checkbox"/> Roleplay/Simulation <input type="checkbox"/> Brainstorming/Mind mapping <input type="checkbox"/> Case study <p>Assessment <i>FOR</i> Learning: Happens during the learning. Feedback to feedback to advance student learning & use student progress/learning needs to inform teaching.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conference <input type="checkbox"/> Conversations <input type="checkbox"/> Work sample <input type="checkbox"/> Anecdotal notes <input type="checkbox"/> Observations <p>Assessment <i>AS</i> Learning: This assessment helps students take more responsibility for their own learning by setting goals and monitoring progress towards them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Formative Quiz (no marks) <input type="checkbox"/> Collaboration <input type="checkbox"/> Group conversation <p>Assessment <i>OF</i> Learning: Teachers use evidence of student learning to assess student achievement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Portfolio/notebook
<p>Minds On: (10 min)</p> <ul style="list-style-type: none"> ● Organize students into random groups of three (you can use pickerwheel.com to randomize or a deck of cards (with extra cards removed)) ● Show video clip of a Hurricane hitting land. ● Have students divide their whiteboard into 4 quadrants with the labels "Economic, Political, Environmental and Social". Then as a group they brainstorm the impacts of a hurricane in these 4 categories. <ul style="list-style-type: none"> ○ (Note: This aligns with "Building Thinking Classrooms" where students are standing in Random groups of 3 at vertical, non-permanent surfaces. One marker per group. Student writing can only record other group members ideas) ○ 	
<p>Action: (55 min)</p> <ul style="list-style-type: none"> ● Students remain in their random group of 3 to complete: Activity: Track of Hurricane Jeanne. <ul style="list-style-type: none"> ○ Provide each group with one copy of the assignment (page 2,3,4).(teacher instructions are on page 1) ○ Assign each group a "role" by giving them the role assignment card on page 5,6 of the activity handout (cut page in half) ○ Discuss with class what action they will take (which they've written on their white board) either after each prompt to answer their questions or a minimum of 2 times during the activity. 	

Consolidation: (10 min)

- Students are to write individual reflection in their notes about the activity. (Suggested prompts are included in the teacher instructions of the activity).

Differentiated Instruction and/or Accommodations:

- Provide digital copies of assignment so students can use Google Read & Write to listen to instructions / write reflection.

Resources and Materials Needed

- Vertical non-permanent surfaces or chart paper (enough for groups of 3 in class)
- Markers (1x # of groups)
- Chromebooks (ideally 1:1, minimum one per group) (some material could be provided in printed form if required)
- Smartboard (for minds on)
- Assignment handout + Group role (1 copy per group)

Further Considerations ([Cross-curricular](#), [Indigenous Education](#))**Reflection & Next Steps**

How do I know they learned what I was trying to teach them? How do I know the instructional strategies I chose were effective? What evidence am I using to determine this?

What worked well in this lesson and what could I do differently next time?
What topics or specific students do I need to revisit?