

INSPIRE GK12 Lesson Plan



Lesson Title	Columbus Travel Agency
Length of Lesson	One (50 minute) class period
Created By	Will McBryde, Rob Thornton
Subject	General Science
Grade Level	8 th grade
State Standards	8 th : 1b, c, d (Inquiry); 3e (Life Science)
DOK Level	DOK 3
DOK Application	Use Concepts to Solve Non-Routine Problems, Investigate, Construct
National Standards	5-8: A (Inquiry); C (Life Science)
Graduate Research Element	People travel to various locations around the world primarily because of the geology of that location. Aesthetically pleasing settings are strongly influenced by geology.

Student Learning Goal:

MS 8th Grade:

1(b) Distinguish between qualitative and quantitative observations make inferences based on observations. (c) Summarize data to show the cause and effect relationship between qualitative and quantitative observations (internet) (d) Analyze evidence that is used to form explanations and draw conclusions; 3(e) Explain energy flow in a specified ecosystem

National Science Education Standards of Content 5-8:

(Inquiry - A) Abilities necessary to do scientific inquiry, Understandings about scientific inquiry; (Life Science – C) Structure in Functions in Living Systems

Materials Needed (supplies, hand-outs, resources):

PowerPoint (INSPIRE_McBryde_03.15.11_PP), Handout (INSPIRE_McBryde_03.15.11_Handout), Projector, Computer, Poster board or white boards for each group, permanent markers or dry erase markers, and computer for each group

Lesson Performance Task/Assessment:

This lesson is an assessment of concepts from previous lessons on ecosystems. The lesson also serves as an activity day for the students to expose them to group work and presentations.

Lesson Relevance to Performance Task and Students:

The students will be assigned to construct a travel brochure for their particular ecosystem (i.e. biome). The students will learn teamwork skills, internet skills, design skills, and the project will also reinforce the concepts learned from the previous lectures.



Anticipatory Set/Capture Interest:

The lesson is an assessment. The anticipatory set is the introduction to the students that they will be role playing as a travel agent in order to create a travel brochure and a presentation. The brochure should be done in a way that would make people want to visit that ecosystem.

Guided Practice:

The students will be given verbal and visual instructions (i.e. handout and PowerPoint) from the teacher about the assignment. The teacher will tell the students that they are going to create a travel brochure in class that describes their selected ecosystem. The students will then get into groups of 2-4. Computers will be set up on the desks so that students can access the web link that will provide their research information. The students as a group will select an ecosystem from the web link.

Independent Practice:

The students will use the handout and web link to find the pertinent information about their ecosystem, create an outline, record that information on their poster, and present it to the class.

Remediation and/or Enrichment:

Remediation- Individual IEP; Enrichment - Have students cut out of magazines pictures of places they would like to visit.

Check(s) for Understanding:

Observe students participation during group work activity and presentations.

Closure:

Question 1: What is the best ecosystem?

Question 2: What ecosystem is best suited for humans?

Possible Alternate Subject Integrations:

Biology

Teacher Notes:

The concepts of this lesson have been introduced in this classroom during previous lectures. This lesson is an assessment of those lectures.

The lesson can be split into two separate days. Day one would be the outline and research for the poster. Day two would be poster designing and presentations.

http://www.teachersdomain.org/asset/ess05_int_biomemap/