**Lesson Plan Design Template**

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| **Proficiency Level of Tasks in This Unit:**  Class: World History  Grade: 9th Grade  ELL Level: Intermediate Level |
| **Theme or Topic (s): Exploring the interconnectedness of the world through food.**  The topic is part of an overarching yearlong theme of the interconnectedness of the world through different entireties, such as economy, trade, religion, politics, aid, etc. |
| **Essential Question (s):**  What is the interconnectedness of the food we eat here locally that is produced elsewhere?  What is the process from planting to consuming the food (from the ground to the mouth)?  Who are the key ‘players’ in this food process?  What are key vocabulary words in this food process? |
| **Standards/topics:** [**https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFinalStandards01019.pdf.aspx?lang=en-US**](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFinalStandards01019.pdf.aspx?lang=en-US)  **TOPIC: GLOBALIZATION (1991-PRESENT) The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.**  CONTENT STATEMENTS: 22. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world. 23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing. 24. Political and cultural groups have struggled to achieve selfgovernance and self-determination. 25. Emerging economic powers and improvements in technology have created a more interdependent global economy. 26. Proliferation of nuclear weapons has created a challenge to world peace. 27. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges. 28. Environmental concerns, impacted by population growth and heightened by international competition for the world’s energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world’s resources.  **TOPIC: SUSTAINABILITY An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.**  CONTENT STATEMENTS: 11. Decisions about human activities made by individuals and societies have implications for both current and future OHIO’S LEARNING STANDARDS | Social Studies | ADOPTED 2018 44 generations, including intended and unintended consequences. 12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives. 13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels  **TOPIC: THE GLOBAL ECONOMY The global economy is an international marketplace fueled by competition, trade and integration.**  CONTENT STATEMENTS: 19. The global economy creates advantages and disadvantages for different segments of the world’s population. 20. Trade agreements, multinational organizations, embargoes and protectionism impact markets. 21. The distribution of wealth and economic power among countries changes over time. 22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries. |
| **Formative Practice and Assessments:** *How/when will I check for understanding (interpretive, interpersonal, presentational, culture, vocab, grammar) and guide my instruction to ensure that students are progressing toward the learning outcomes for the unit? (IE activities, quizzes, bell ringers, games, exit tickets, etc.)*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| **Day One: (See Pre-Assessment): Chocolate! Chocolate! Chocolate! (see “Pre-Assessment”)**  **Day Two: Introduction to Students assignment:**   * Exit Ticket: Share about how you feel about the project? 1-5. 1 Oh no I am going to fail to 5 No problem I will do good. What can you do to change or keep your number? How can I help?   **Day Three-Five: Have students working on their power-point:**   * Daily Assessment Ticket: Each day the student will fill out an assessment of their work effort, how they helped somebody or received help from someone. What they accomplished along with any questions that they might have.   **Day Six/Seven: Have students present their PowerPoint:**   * Listening students fill out short half page PowerPoint template to check along with a line to put a positive shout out.   **Day Eight:** **Closing Reflecting Activity (the big picture) :**   * As a class, discuss about the interconnectedness of food in the process that brings it all back to Columbus. Students can then use this knowledge in their written reflection. * Written reflection. * Lastly review the Key Vocabulary words by groups matching pictures with words and or words with definitions. Prepare for small one page quiz tomorrow on Key Vocabulary and some general questions on the whole experience. |
| **Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| Start out with all students getting a “kiss” from me: Hersey Chocolate Kiss (10 minutes)  Open discussion on how they are enjoying the chocolate? Have they had this type of chocolate before? From their country of origin, do they have similar types of food?  In groups of 3 to 4 have students write out on large white paper: (10-15 minutes)   * What they already know about Chocolate? * What questions they have about Chocolate? * Afterwards have them put their papers on the wall and allow them to go around and look at the different papers.   I, the teacher share a power-point/video on the process of Chocolate from the beginning of planting to the picking, processing, transportation, on the way to packing and selling in the market. <https://www.youtube.com/watch?v=ZtMfiWDQHT8>  (15 minutes)  After the video we revisit and engage the papers around the room: (10 minutes)  -Does the information about chocolate the students wrote correct they put a check by them, if not, they correct them.  -if a question was answered they had, they put an X over the question now.  End with Exit Ticket: What are two things that you learned about Chocolate? |
| **Activities** *(in class, in the target language) /* **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (tech integration, native/heritage speakers, students with disabilities, gifted students, career connections, etc.)*  *NOTE: What audio, video or text will we use throughout this unit for practice?*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| **Day One: (See above, Pre-Assessment): Chocolate! Chocolate! Chocolate!**  **Day Two: Introduction to Students assignment:**   * Tie into yesterday’s activity with what they will be doing over the next week. * Have them choose a food from their country of origin (they are the experts) * Give them template on the power-point that will guide them to research their food. * Go over Key Vocabulary Terms that are expected to be in your PowerPoint.   <http://www.foodspanlearning.org/_pdf/getting-started/glossary.pdf>   * Give them resource ideals to draw from (school library, websites, you, family members) * Give them time the rest of the period to explore the resources * Exit Ticket: Share about how you feel about the project? 1-5. 1 Oh no I am going to fail to 5 No problem I will do good. What can you do to change or keep your number? How can I help?   **Day Three-Five: Have students working on their power-point:**   * My role is be a support and make sure students are on task. * Daily Assessment Ticket: Each day the student will fill out an assessment of their work effort, how they helped somebody or received help from someone. What they accomplished along with any questions that they might have. * They are expected to collaborate with each other and share what resources are good along with giving each other ideals on their power-point presentation.   **Day Six/Seven: Have students present their PowerPoint:**   * Students present their power-point. * Listening students fill out short half page PowerPoint template to check along with a line to put a positive shout out. |
| **Closing/Reflection Activity:** *How are students engaging with ideas from another culture? What it means for them? (in the target language)*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| **Day Eight:** **Closing Reflecting Activity (the big picture; might need two days) :**   * Have a map of the world let us put a tack and string from your country of origin to Columbus, Ohio. * As a class, discuss about the interconnectedness of food in the process that brings it all back to Columbus. Students can then use this knowledge in their written reflection. * **Written refection: Consider how food is interconnected. What is the interconnectedness of the food we eat here locally that is produced elsewhere? What is the process from planting to consuming the food (from the ground to the mouth)? Who are the key ‘players’ in this food process? What are key vocabulary words in this food process? How might this differ from state to state and country to country?** * In groups, share with one another something you learned from this project. * Lastly review the Key Vocabulary words by groups matching pictures with words and or words with definitions. Prepare for small one page quiz tomorrow on Key Vocabulary and some general questions on the whole experience. |