

Lesson Plan Template

Grade: 9		Subject: World History	
Materials: Notebook		Technology Needed: VR Goggles	
Instructional Strategies: <ul style="list-style-type: none"> <li style="width: 50%; margin-right: 50%;">🍏 Direct instruction <li style="width: 50%;">🍏 Peer teaching/collaboration/ cooperative learning <li style="width: 50%;">🍏 Guided practice <li style="width: 50%;">🍏 Visuals/Graphic organizers <li style="width: 50%;">🍏 Socratic Seminar <li style="width: 50%;">🍏 PBL <li style="width: 50%;">🍏 Learning Centers <li style="width: 50%;">🍏 Discussion/Debate <li style="width: 50%;">🍏 Lecture <li style="width: 50%;">🍏 Modeling <li style="width: 50%;">🍏 Technology integration <li style="width: 50%;">🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <li style="width: 50%; margin-right: 50%;">🍏 Large group activity <li style="width: 50%;">🍏 Hands-on <li style="width: 50%;">🍏 Independent activity <li style="width: 50%;">🍏 Technology integration <li style="width: 50%;">🍏 Pairing/collaboration <li style="width: 50%;">🍏 Imitation/Repeat/Mimic <li style="width: 50%;">🍏 Simulations/Scenarios <li style="width: 50%;">🍏 Other (list) Explain:	
Standard(s) 1.7 Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. WH.6_12.1: Analyze historical achievements related to science and technology. WH.6_12.4: Analyze the influence of social, cultural, and economic developments on individuals.		Differentiation Below Proficiency: Students will be given more guidance from myself if struggling with the activity. Above Proficiency: Students will have the opportunity to write down more elements that they experience throughout the virtual experience. Approaching/Emerging Proficiency: All students will be expected to stay on task during the virtual activity and work with their partners.	
Objective(s) The learner will be able to understand the Egyptian pyramids physical structure and interior through the virtual reality experience. The learner will be able to accurately describe to their partners what they are experiencing in the simulation. Bloom's Taxonomy Cognitive Level: Evaluation and Analysis		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will need to be respectful with the technology or they will not be able to participate in the activity. Students will not receive a good grade if they do not work well in their group.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be placed in groups based off of a random drawing of names. Students will get in their groups and be given their VR headset.			
Minutes	Procedures		
	Set-up/Prep: I will set out the virtual reality headsets ahead of time and have instructions next to them with directions on how to use them properly. I will have a guided worksheet for the students to fill out while their partner is describing the pyramid simulation.		
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) At the beginning of the class I will explain the virtual headset activity and show the students a brief example of how the simulation works to get them excited for the activity. I will have a guiding question on the board that will say, "What aspects about the pyramid simulation do you enjoy or think is the most interesting while you are virtually experiencing it?" This question should guide the students thought process while in the simulation.		

Lesson Plan Template

	<p>Explain: (concepts, procedures, vocabulary, etc.) I will explain how the VR headsets work and how the students can get the most out of the experience. I will also explain examples of proper explanations that the students should give to their partner who is writing down what the student in the simulation is experiencing.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will have a question on the worksheet that asks how they can compare the Egyptian's lifestyle to their current lives in the modern world. This should provoke their imaginations and inspire them to ask more questions about the Egyptians and their pyramids.</p>
	<p>Review (wrap up and transition to next activity): When the groups have finished their time in the VR simulation, I will ask them to return the headsets to the place they were initially, and have them return to their seats with their filled out worksheets. I will then call on each groups to share what they found and experienced through the virtual simulation of the pyramids to allow for more perspectives to be accumulated throughout the class.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will walk around from group to group while the students are participating in the activity in order to monitor how they are doing and answer any questions that they might have. I will formatively assess their progress by monitoring how much interaction they are having with their partner outside of the simulation.</p> <p>Consideration for Back-up Plan: If students are not engaging in the VR experience, I will ask them to complete an alternative assignment by researching 10 facts about the Egyptian pyramids.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The students will be assessed in the summative fashion at the end of the class period based on how much information they gave their partners to fill out the guided worksheet. Each group will turn in their worksheet with their observations for a grade.</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The changes that I was presented with from peer review was to try and have multiple VR simulations of the pyramids for the students to choose from to allow for more differentiation and choice. I think this would be a good thing to add to my lesson plan so that students can be more engaged on their task and allow for a larger amount of knowledge to be gained from students experiencing different simulations. I believe the simulations through the VR headsets would be a very unique experience for the students to engage in by wondering around the virtual world that is congruent with the Egyptian Unit that they are currently learning about in my class!</p>	