

<b>Grade:</b> 4th		<b>Subject:</b> Social Studies	
<b>Materials:</b> S.S. notebooks, whiteboard, expo markers, this website: <a href="https://www.ndstudies.gov/energy/level2/careers-energy">https://www.ndstudies.gov/energy/level2/careers-energy</a> , pencils		<b>Technology Needed:</b> Chromebooks for this site: <a href="https://www.ndstudies.gov/energy/level2/careers-energy">https://www.ndstudies.gov/energy/level2/careers-energy</a>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul> </div> <p>Explain: The students have been learning about energy: petroleum and natural gas all week. I will have the students research different jobs that are related to the petroleum/natural gas industry. <a href="https://www.ndstudies.gov/energy/level2/careers-energy">https://www.ndstudies.gov/energy/level2/careers-energy</a> This site provides a list of 25 different career options. I will model researching and creating a chart about the career, requirements, and description. The students will then do the same on their own.</p>	
<b>Standard(s)</b> E.3_5.5 Describe and analyze how North Dakota’s location, culture, and natural resources influence its economic decisions and development.		<b>Differentiation</b> <p><b>Below Proficiency:</b> For those below proficiency, I will model an example on the projector, I will be walking around the room to help students collect, organize, and summarize their findings.</p> <p><b>Above Proficiency:</b> For those above proficiency, they will be able to do this on their own. They will be able to do further research on wages and other information pertaining to their career of choice.</p> <p><b>Approaching/Emerging Proficiency:</b> For those approaching proficiency, I will be available for any questions or guidance in collecting, organizing, or summarizing information. If they do not need additional help, they are free to dig deeper into the career they chose to study.</p> <p><b>Modalities/Learning Preferences:</b>            Visual: I will model the chart they will be creating and walk them through each step of where to go, how to research, and what my expectations are for their charts/research summaries.             Auditory: I will be discussing what I expect the students to have on their charts, we will read a little about each career opportunity, etc.             Intrapersonal: Students can choose a career that speaks the most to them, one that they are interested in, get in touch with their interests, and think about their futures! They will be mostly working independently.</p>	
<b>Objective(s)</b> By the end of the lesson, the students will be able to understand that ND’s natural resources create jobs which improve the economy, by researching a specific job relating to the petroleum/natural gas industry, give a description/summarize this information.  <b>Bloom’s Taxonomy Cognitive Level:</b> Understanding Level			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will remain at their desks, they will use their Chromebooks with care, listen to instruction, and transition smoothly. I will transition them by using positive comments to encourage those that are taking a bit longer. <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Voice levels should be a 0 while instructions are given</li> <li>• Hand raising/no blurting</li> <li>• Group discussions</li> <li>• Participation</li> <li>• Using Chromebooks with care</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to... <ul style="list-style-type: none"> <li>• Be active listeners</li> <li>• Be respectful of themselves, the teachers, and their peers</li> <li>• Voice levels remain at a 0 while instructions are given</li> <li>• Students do not blurt, they raise their hands if they have any questions or comments</li> <li>• Voice levels should be at a 2 when discussing</li> <li>• Participate!</li> </ul>	
<b>Minutes</b>		<b>Procedures</b>	
<b>1 min</b>		<b>Set-up/Prep:</b>	

	Students will have their Chromebooks charged and ready to use. The projector needs to be on with the website and the projector with paper (to demonstrate what is expected).
3 min	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> I will ask the students what they know so far about petroleum and natural gas. (They have been discussing it all week). I will ask them how it affects the economy (good or bad?) Does this surplus of natural resources in ND create jobs? What kind of jobs? Can anyone think of any jobs that are related to petroleum and natural gas?
7 min	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> I will explain that we will be using this website as our source to research different career opportunities that are related to petroleum and natural resources. I will choose one of the careers (out of 25) on the website. This will open a pdf with a bunch of information about the requirements, a job description, and other information. I will read the document with the students. Then, I will create a small chart and show them what to add to this table. (3x3) The 3 headings should be “Name of Career,” “Training Requirements,” and “Job Description.” Students can add another column and row if they want to include wages or other interesting information. I will then summarize and put information into my own chart. The students will then be able to do this on their own.
12 min	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> I will assign students a specific career from the list and create their own charts. They are able to ask questions if needed! (This way they will not copy the example on the board and when we share no one will have the same one).
2 min	<b>Review (wrap up and transition to next activity):</b> I will have the students circle up around the whole classroom and we will popcorn share. The person sharing will stand in the middle of the circle and share what their job title was, the job description, and other information they want to discuss. They will then discuss whether they would ever pursue that career in their life, why or why not? I will then transition them to the next activity by having them put their Chromebooks away and submit their google docs.
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>                  My formative assessment will be how well they recall the information about petroleum and natural gas and how it affects our economy and if it creates more jobs.                  I will also assess them based on how many questions are asked, what they need help with.</p> <p><b>Consideration for Back-up Plan:</b>                  I will have the students create a visual poster board that provides 5-10 images that describe a career of their choosing that is related to petroleum and natural gas. These images have to tell the audience what the requirements are and what the job description is. They will share these with the class, explaining the photos and the career they chose.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>                  At the end of the lesson, I will assess the students based on what their final charts look like. I will make sure their job descriptions and requirements are adequate and provide information in an organized way. Their career name should be in their google doc.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	