| **Instructional Lesson Plan** | |
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| Content Area(s)/Course/Grade: 4th Grade Science | Unit: Ecosystems |
| Lesson Topic: Technology Innovation | Approx. Date/s: April |
| Diversity Integration Topic: Diversity in Famous Scientist | NJSL Standard/s:  PS2.A: Forces and Motion • PS2.B: Types of Interactions • PS2.C: Stability and Instability in Physical Systems |
| Textbook, Materials, Resources:  Textbook, SMART TV, Brainpop inventions, SMART TV, Science Textbook Chapter, ducksters.com | |
| **Lesson Objective:** | |
| Students will be able to examine the diverse backgrounds of those who contributed to the science world to help enhance the knowledge we have of our ecosystems. Students will be given a list of scientists to complete a report on. Students will identify how individuals and groups responded to the diverse backgrounds dependent upon the time period they choose. | |
| **Instructional Delivery** | |
| Culturally Responsive Teaching strategy:  Class Discussion, Review, Actively process information, Visual aides such as maps, technology integration including Brainpop as well as Flocabulary. Students will be completing their own research on the scientist using duckters.com to find information. | |
| Procedures:   * Discuss the history of NJ as related to the different time periods of the scientists on the list. * Color a map to identify northern free states, southern slave states and border states that also identify segregation areas. * View and discuss theFlocabulary and Brainpop clips. * Show students how to accurately look up information on ducksters.com so that they can do it on their own. * Share answers to questions * *Highly Capable students will be participating in a curriculum compacting project to develop and present a problem and solution based play based on their learning of this topic.* | |
| **Assessment/Evaluation** | |
| Formative/Summative:  Google slides presentation, a written summary of the information found, Coloring of map to identify free northern states, Problem/Solution based play for highly capable students, Chapter 1 Test | |
| Closure:  Students will end with a group discussion based on the information they found. They will find someone with a different scientist than they have and compare their projects together. | |

[weekly lesson plan template](https://edutechspot.com/lesson-plan-template-google-docs/)

**Teacher’s Name submitting plan:** [Marissa Boylston](mailto:mboylston@milltownps.org)**,** [Jill Maiorano](mailto:jmaiorano@milltownps.org)**,** [Samantha Church](mailto:schurch@milltownps.org)**,** [Lauren Dessel](mailto:ldessel@milltownps.org)

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