**Google Classroom Lesson Plan**

**Introduction**

 This particular lesson is part of a unit on weather. The assignment is centered around natural disasters. Students will create a Google Slides presentation using a template in Google Docs and assigned to each student using Google Classroom.

**Objectives**

 ***Standards***

*Next Generation Science Standards*

* **MS-ESS3-2:** Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

*Illinois Common Core ELA*

* **CCSS.ELA-LITERACY.WHST.6-8.2.A:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
* **CCSS.ELA-LITERACY.WHST.6-8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
* **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
* **CCSS.ELA-LITERACY.RST.6-8.8:** Distinguish among facts, reasoned judgement based on research findings, and speculation in a text.

 ***Objectives***

* Students will be able to research and interpret data about natural disasters and use it to form inferences about future events, as well as describe possible technologies to mitigate their effects. (**NGSS: MS-ESS3-2; WHST.6-8.8)**
* Students will be able gather evidence from their sources of research and use it to support their topic and presentation with 95% accuracy. (**WHST.6-8.9; RST.6-8.8)**
* Students will be able to organize their research and data to form a technological presentation to present to the class. (**WHST.6-8.2.A)**
* Students will be able to present their information while utilizing many forms of technology including, but not limited to, *Google Slides;* word processing (*Google Docs)*; video and graphics found from the internet, etc. (**WHST.6-8.8)**

**Technologies**

* Internet: Students will utilize this tool for research on the specifics of their topic and to find both graphics and video that are relevant to the topic at hand and that meet the requirements of the project. They are allowed to use any search engine that works best for them, including *Google*, *Yahoo!*, *Bing*, etc. While searching, they will be required to evaluate each website to make sure it is a good and appropriate choice. They will also use specific sites on the internet to help them cite their sources, such as *citationmachine.net*.
* *Google Docs:* The students will use this tool to gather the necessary information need for the projects and record it in the provided template. This will be done in accordance with teacher editing and help with revisions. As each group finishes their documents, they will “share” them with the teacher for a preliminary proofreading and formatting check. The teacher will then make suggestions of changes for each student to make their entries better. The students will then take the suggestions and make corrections as they see fit. This allows the students to develop skills on producing documents in proper format in order to be better understood and followed.
* *Google Slides:* Students will use this tool in order to produce their presentations and “teach” to the class. They will create a presentation that is both informative and eye-catching and answers the questions contained on both their worksheets and quizzes. Part of the requirements for this project are to include relevant graphics and a video of no more than 1-1½ minutes long to demonstrate something related to their topic. They would also be responsible for making sure that the presentation is not only interesting, but accurate. Grammar and punctuation would be part of the requirements, as well as the choice of a good, readable font that can be read and understood from the back of the classroom.
* *Google Classroom:* The teacher will use this app to assign the template and project requirements to each student. The students will use the template to gather the information necessary to complete the requirements for the *Google Slides* presentation.
* SMART Board: This will be used as both a teaching and a presentation tool. I will use it to better explain issues that arise and show where content can be found. For instance, a student might have trouble finding an appropriate website, one that is reliable. I can use the SMART Board to demonstrate how to best evaluate a website and what some of the possible appropriate websites might be. I might also use it to teach a mini-lesson on how to create an appropriate, engaging *Google Slides* presentation. The students will utilize this tool in order to present their information from their *Google Slides* so that everyone in the rest of the class can view what is being said and ask questions.

**Day-to-Day Description**

* **Days 1-2:** Students will be presented with a template created in *Google Docs* for the information they will be required to collect. They will be given two days to research and complete the template and save the necessary videos and graphics.
* **Days 3-6:** On day three, students will be presented with the requirements for the overall project using their information to present or “teach” the class about their topic. They will also be given a rubric to guide them through the process. They will have three days to compile their information and create the *Google Slides* presentation. (Time is adjusted as it is needed.)
* **Days 7-8:** Students will present their lessons to their classmates.

**Evaluation and Assessments**

To assess the students learning of content, the student *Google Slides* presentation will be evaluated using a checklist to insure all requirements were met. The teacher will also use continual observation of the content students are creating on a daily basis. The students will be evaluated on the completion of the project and that all requirements were met to satisfy these requirements using a rubric.

**Natural Disasters Information Template**

|  |  |
| --- | --- |
| **Tornado** | What is a tornado? |
| Where do they occur? |
| How is it formed? |
| How fast can they get? |
| **Hurricane** | What is a hurricane? |
| Where do they occur? |
| How is it formed? |
| When is hurricane season? |
| **Tsunami** | What is a tsunami? |
| What can a tsunami damage? |
| How is it formed? |
| How high can a wave get? |
| **Blizzards** | What is a blizzard? |
| Where do they occur? |
| How is it formed? |
| How long can a blizzard last? |
| **Sand Storms** | What is a sand storm? |
| Where do they occur? |
| How is it formed? |
| **Landslides** | What is a landslide? |
| Name three types of landslides. |
| How is it formed? |
| How fast can a landslide get? |
| **Flood** | What is a flood? |
| How high can a flood get? |
| How is it formed? |
| What can happen in a flood? |
| **Avalanche** | What is an avalanche? |
| Name three things that can start an avalanche. |
| How is it formed? |
| How much snow is needed to start an avalanche? |
| **Drought** | What is a drought? |
| Where do they occur? |
| How is it formed? |
| List the different kinds of drought. |
| **Heatwave** | What is a heatwave? |
| How long can a heatwave last? |
| How is it formed? |
| **Volcano** | What is a volcanic eruption? |
| Where do they occur? |
| How is it formed? |
| Name three types of volcanoes? |
| **Earthquake** | What is an earthquake? |
| Where do they occur? |
| How is it formed? |
| What do earthquakes do? |

**Natural Disasters Requirements Checklist**

The template is filled out.

* Yes
* No

There is a title slide.

* Title
* Student Name
* Class

There is **at least** one slide per disaster.

* Tornado
* Hurricane
* Tsunami
* Blizzard
* Sand Storm
* Landslide
* Flood
* Avalanche
* Drought
* Heatwave
* Volcano
* Earthquake

There is **at least** one graphic/visual per slide.

* Tornado
* Hurricane
* Tsunami
* Blizzard
* Sand Storm
* Landslide
* Flood
* Avalanche
* Drought
* Heatwave
* Volcano
* Earthquake

There is a bibliography slide with **at least** three sources.

* Yes
* No

There is **at least** one video clip for the presentation.

* Yes
* No

**Natural Disasters Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unacceptable****1** | **Below Average****2** | **Acceptable****3** | **Excellent****4** |
| **Organization** | The presentation is confusing and hard to understand; writing lacks any real organization; support is very general; organization is poor or nonexistent | Presentation is factual and shows evidence of some work; writing is unclear; presents a variety of information; organization of this information may not always be clear or logical | Presentation is accurate and clear; writing presents information in a sensible order; little or no plagiarism | Presentation is both accurate and compelling; writing is in a sensible order; creatively communicated research findings |
| **Content** | Presentation includes very little of the information required for this project; represents a very poor effort on the student’s part; writing showed considerable plagiarism | Presentation includes some of the information required with the exception of three or four items; represents an attempt at adequate writing; seems to be some plagiarism | Presentation includes most of the information required with the exception of one or two items; represents a good effort on the student’s part; little or no plagiarism | Presentation includes all of the information required; report represents the student’s full potential; no plagiarism evident |
| **Images** | No images, or images that are the wrong type | Images unrelated to content; images too big/small or poorly cropped or have color problems | Images related to content; images to big/small or poorly cropped or have color problems | Images are related to content; Most images are correct size, resolution, color, and cropping |
| **References** | Identified few or no appropriate sources in any format; may not include a bibliography or bibliography is incomplete | Identified a few appropriate sources; report includes an incomplete or incorrect bibliography or source list. | Identified mostly appropriate sources; at least 3 different sources used; report includes a complete bibliography or source list. | Identified highly appropriate sources; 5 or more sources used; report includes a complete and correct bibliography or source list. |
| **Grammar, Mechanics, Usage, & Spelling** | Numerous errors in mechanics, usage, grammar, or spelling may hinder comprehension; word choice shows little understanding of the audience | Numerous errors in mechanics, usage, grammar, or spelling; word choice is not always appropriate for the audience. | Minor errors in mechanics, usage, grammar, or spelling; word choice is usually appropriate for the audience. | Few or no errors in mechanics, usage, grammar, or spelling; word choice is precise and appropriate for the audience. |

**References**

* **4**
* **3**
* **2**
* **1**

**Images**

* **4**
* **3**
* **2**
* **1**

**Grammar**

* **4**
* **3**
* **2**
* **1**

**Organization**

* **4**
* **3**
* **2**
* **1**

**Content**

* **4**
* **3**
* **2**
* **1**

**TOTAL SCORE:**