

Name of Teacher: **Vincent Montuori**

Name of Observer: **Jonathan Owens**

Planning Conference Date: **12/3** Observation Date: **12/7** Reflection Conference Date: **12/10**

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics
1. Briefly describe the students in your classroom (e.g., number of students, gender, special needs, etc.)
Answer: There are 30 students in my 1st block Psychology class; split evenly 8 boys and 22 girls . There are 2 special needs students in this class.
Planning and Preparing for Lessons and Units
2. How will you scaffold the content within the lesson? Please describe:
<ul style="list-style-type: none"> • the rationale for how the content of the lesson is organized • the rationale for the sequence of instruction • how the content is related to previous lessons, units or other content • possible confusions that may impact the lesson
Answer: This lesson begins with a discussion on the key developmental tasks of aging (e.g., adapting to loss of physical and mental abilities, retirement, etc.) and I engage the students in a discussion about their personal experience with aging loved ones for relevance. Once I have established their understanding of these concepts, I focus on the some of the commonly known afflictions of aging, including senility . Here I utilize a video from our Safari database of a PBS special on the brain ; we watch a 14 minute segment of the show which focuses on the diagnosis and treatment of Alzheimer's disease . Stopping and starting the video at key points I engage the student and confirm their understanding with a series of questions about their personal experiences. We transition into a review of end of life options and benchmarks ; I ask the students to utilize what they have learned so far, their personal experiences and their critical thinking skills to imagine what the end of their life might be like . This is followed by an activity where I pair the students (using my index cards of famous pairs, so the student with "peanut butter" has to find "jelly" and so on). The teams are then instructed to use their iPads and a search engine of choice to look-up celebrity obituaries , which we then review and discuss. Finally, each student is asked to use their imaginations and construct their own obituary with specific key areas outlined in the rubric; these obituaries will be used to assess the student's mastery of the lesson key concepts.
3. How does this lesson progress within the unit over time? Please describe:
<ul style="list-style-type: none"> • how lessons within the unit progress toward deep understanding and transfer of content • describe how students will make choices and take initiative • how learning will be extended
Answer: The lesson is on Aging and Death and is part of the greater Development units covering Childhood, Adolescence and Adulthood . At this point in the unit we have already explored young adulthood and middle age through reading, lecture, discussion, video and

activities. Through-out the lessons students are asked questions to stimulate higher-order thinking as they: demonstrate mastery of the content, relate personal experiences and use their imagination to write their own obituary. Students will also be exposed in the lesson to expert and timely information about some of the content via video and an Internet search.

4. How will you align this lesson with established content standards identified by the district and the manner in which that content should be sequenced?

Please describe:

- important content (scope) identified by the district
- sequence of the content to be taught as identified by the district

Answer: Unfortunately, neither the State of Florida Department of education nor the Lake County School District have created standards, curriculum and pacing guides for Psychology. I personally have created the syllabus, which was approved by LMHS AP for Curriculum and this lesson follows that syllabus.

Planning and Preparing for Use of Resources and Technology

5. How will the resources and materials that you select be used to enhance students' understanding of the content?

Please describe the resources that will be used:

- traditional resources
- technology

Answer: As described above, numerous resources, some traditional and some new, will be utilized by the students as they complete this lesson's initiatives. These include, but are not limited to: Safari video, iPad, search engine and Moodle.

Planning and Preparing for the Special Needs of Students

6. How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe specific accommodations that will be made

Answer: As mentioned in Classroom Demographics above, I have 2 students with an IEP in this class. As inclusion students I treat them with respect and take care not to bring attention to their special needs. I list their accommodations in my weekly lesson plan; these are primarily additional time to complete assignments and tests. One of these students may choose to use the school's resource room when working on either of these and she has done so on several occasions. Additionally when I am spending time individually with students, I take special care to confirm these students are not being over-whelmed by the work, are able to explain and apply what they have learned and continue to challenge themselves.

Teacher Signature: _____

Observer Signature: _____

Date: _____