

Lesson Plan Template

Learning Segment Focus Population and How cultural characteristics have effected population in the US.

**Lesson 2 of 3 Topic Social Studies – Culture Characteristics/Population Date 4-6-2021
Grade 3**

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> - Students will use a graph to compare and contrast populations of different known US cities. - Students will research and learn about culture and cultural characteristics that differ from place to place and why. - Students will prepare a graph and presentations to present to the class showing their findings and research.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	<ul style="list-style-type: none"> - Students will make a graph based off the graph they made in math earlier that week. - Students will review what a characteristic is and what is involved in that.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	<ul style="list-style-type: none"> - Students will use culturally appropriate examples and facts to broaden their horizons and educate on the different areas of the world.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	G.9.3.2: Describe effects of cultural characteristics on population distribution in a specific place.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Culture Characteristic Differentiation Graph Comparison City Town Population Distribution
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>These are real world terms that students will need to know as they grow up in the actual world. Words like population and culture are words I hear personally every day so my students need to know what they mean and in what context they can be used or referred.</p>
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<p>Computer</p> <p>Google account</p> <p>Internet access</p> <p>Knowledge of google sheets</p> <p>Data</p> <p>Population charts</p>
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<p>Computer</p> <p>Pencil</p> <p>Paper</p> <p>Google Slides</p> <p>Google Sheets</p> <p>Data</p> <p>Research skills</p>

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
15 minutes	<p><u>Introduction:</u></p> <p>Introduction of vocabulary and simple examples</p>	<p>I will be up at the front of the room asking my students questions to keep them engaged. I will have them discuss the difference between a town and a city and have them give examples.</p>

30 minutes	<p><u>Instruction:</u></p> <p>Actual lesson</p>	I will take these examples and lead it into the lesson by relating them to cultural aspects. These aspects will be different in different places that my students are studying, and I will educate them on how these aspects can affect populations. I will use examples and then show them how the population of each city has changed in the forty years. I will then explain how the culture has changed within these years and provide examples of these changes proved by evidence and research.
30 minutes	<p><u>Closure:</u></p> <p>Project and Presentation explanation</p>	I will tell my students what I expect of them within this project and presentation. They will research a handful of towns and cities (various characteristics and locations) in the United States, create a Google Spreadsheet comparing and contrasting the populations in the last forty years, and research what cultural characteristics had effect on the rise and fall of each population over the years and the difference of each city or town's population.

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the</p>	<p>I will use google sheets to have my students compare real world populations. This will allow the students to learn real world facts and see the differences side by side and learn how to use their google account and google sheets to their maximum efforts.</p>
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needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.	
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Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	For modifying instruction and accommodating any instruction, I will allow these students extra time and explanation for this lesson. I can use pictures, easiest comparisons as well as contrasting’s that students understand. Break it down to where they only have one step to focus on or find.
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	I will attempt to explain it in every way I can, and if that isn’t possible, get a student or another teacher to attempt to explain it. Bring in technology and history teachers into my classroom during the lesson. Ask questions, provide various examples.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Math test example using populations
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Research presentation to the class of findings
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Worksheet of questions asking about cultural characteristics

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected	
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theories and/or research.	
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Lesson Reflection/Evaluation

What went well ? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from:

<http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>;
<http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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