

## Lesson Plan

**Learning Segment Focus** \_\_\_\_\_ **Lesson** \_\_\_\_\_ **of** \_\_\_\_\_

**Course & topic addressed** Geography -cultural enrichment **Date** 9/21/2020 **Grade** 7

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Learn something about Japanese culture
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Through geography we will be looking at different countries of the world and this is just a pit stop to learn something from another culture.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	This will open the children's minds to other parts of the world and may even have some students who are of Japanese decent.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>Arkansas social studies HS.6.7.1 Examine the cultural characteristics of various regions (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)</b>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Book,author,japan,culture</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard with projector, computer, ipad
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computers, ipads

**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)
5 minutes	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Learn about japan and how to use book creator.</li> </ul>	I will introduce a few things about japan and how to use the book creator app.
<p>Large group 30 minutes</p> <p>Small group 45 minutes</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Talk about how to use book creator</li> <li>Tell them what I want them to include in their book project</li> <li>Talk about japan</li> <li>Peer group learning in small groups</li> </ul>	<p><b>Large group learning:</b> After a brief introduction about japan I will begin to go over the book creator app.</p> <p>I will explain to them what I want included in their book about japan.</p> <p>3 pages about culture,3 pages about geography, and 5 pages that they can do whatever they want but it has to be about japan</p> <p><b>Small group:</b> They will have the option to work alone on their books or together in pairs.</p>
10 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Ask if anyone would like to share what they learned about japan,</li> </ul>	Go over a few things that are important for them to of learned about japan.

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for: Remediation? Intervention? IEP/504? LEP/ESL? (All students who have plans mandated by federal and state law.)</p>	<p><i>LEP/ESL: Simpler terms and one on one instruction</i> <i>Remediation: One on one instruction when time allows,</i> <i>IEP/504: depends on severity of disability</i></p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b></p>	<ul style="list-style-type: none"> <li>One of the modifications would be 1 on 1 with me at my desk if I see that they need it</li> </ul>
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(All students who are not on specific plans mandated by federal and state law.)	
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> 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	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

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

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<p><i>TO BE FILLED IN AFTER TEACHING</i></p> <p><i>Depending on how well the assessment went I may have to do a quick review before the main test.</i></p>
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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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>