

Lesson Plan

Learning Segment Focus _____ **Lesson** _____ **of** _____

Course & topic addressed : Geography , longitude and latitude **Date** 9/21/2020 **Grade** 7

Student Outcomes

Specific learning objectives for this lesson.	Evaluate the characteristics, functions, advantages, and disadvantages of various geographic representations and geospatial technologies for analyzing spatial patterns and distributions
Justify how learning tasks are appropriate using examples of students' prior academic learning.	This is one of the first steps of learning geography. Prior knowledge would include numbers and reading and basic math.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	The start of learning geography helps broaden students horizons to view the whole world. Through learning the basics this will help them understand how to find places on maps, globes and such.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Social Studies.ContentWST.1.7.1-Evaluate the characteristics, functions, advantages, and disadvantages of various geographic representations and geospatial technologies for analyzing spatial patterns and distributions (e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems, longitude latitude.
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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>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer,maps,globe, Smart board with built in projector, Printed simple map of the world
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer,textbook

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><u>Introduction:</u></p> <ul style="list-style-type: none"> • Thought provoking question 	<p>I will use the first 5 minutes to get them quiet and start introducing the lesson. I would go straight into the lesson after the class is ready to learn and have all distractions put away.” How would you tell me where something is on a map of the world”.</p>
<p>Large group 40 minutes</p> <p>Small group 35 minutes</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Watching me at the smartboard/map • Using inspiration we will brainstorm ways to find directions • Expound on the intricacies of longitude and latitude • Learning about the different methods of map reading • Learn about latitude and longitude 	<p>Large group:</p> <ul style="list-style-type: none"> • After the opening question I will allow students to try and tell me where certain things are on the globe. • Using inspiration I will help them come up with different ways to find out where you are on earth. • I will lead them towards certain things and add to it as well for some of the harder ones before leading into longitude and latitude. • Focus on specific things like maps and globes and explain how gps uses longitude and latitude • I will begin to explain the system of latitude and longitude and how it has been used to map the world for over 2000 years. • I will use either hang down maps or smart board to show them a map of the world as well as show them how they lay on a globe. • I will then ask the class to give me a country and I will show them how to find the latitude and longitude of that country. • I will not go into the fine details of explaining exact locations but I will briefly go over it and tell them they are not expected to know that part but it is useful knowledge. Explain that I just want them to know general areas. • I will ask for volunteers to come up and I will give them some coordinates and let them tell me the country where it lies. <p>Small group:</p>

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)
		<ul style="list-style-type: none"> • Now I will divide them into smaller predetermined groups of 3-4 and have them get the desk ready while i start passing out the exercise and the printed out map. • Once all are seated and have been given the papers I will explain to them that I want them to work as a group to fill out the papers. • Some will be coordinates of countries and some will be countries and they have to find coordinates. • As they work on the exercise I will go around the room and see if any groups or individuals are struggling with the concept. • If any are having a greater difficulty then the other I will work with them individually at my desk.
	<p>Closure:</p> <ul style="list-style-type: none"> • Closing with the statement I presented at the beginning. • Review with quick practice of longitude and latitude. 	<ul style="list-style-type: none"> • At the end of the period I will have the students put the desks back in order and pay attention to the front. • I will ask the class again to tell me where Russia is. I will follow it with a few more countries. • I will explain to them how being able to give directions to something is useful because not everyone knows where certain things are.

Accommodations/Modifications

<p>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.)</p>	<p><i>LEP/ESL: Simpler terms and one on one instruction</i> <i>Remediation: One on one instruction when time allows, extra homework sheet with detailed instructions for practice</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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> • One of the modifications would be 1 on 1 with me at my desk if I see that they need it • I may pass out the world map at the beginning for the people who may not be able to see the map well. • Easier sheet with only large countries for the ones who need it.
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Assessments: Formative and/or Summative

<p>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).</p>	<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

<p>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 theories and/or research.</p>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i> <i>Might ask the students some of their favorite movies were filmed and show them where using longitude and latitude.</i> <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>;
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