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Geography Lesson Plan

Learning Segment Focus: <u>Geography Quiz and Lesson</u>

Lesson 2 of 5   **Topic: <u>States and their Capitals</u>**   **Date: <u>9/1/2020</u>**   **Grade: <u>8th</u>**

Student Outcomes

Specific learning **objectives** for this lesson.	Students should be able to identify where each state is and what its capital is.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students should be familiar already with some of the state's names and capitals from previous grades and classes.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students live in the United States and it is important to know about the various states especially if they plan on traveling or move in the future. It also helps them being aware of their surroundings.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**WST.1.8.2:** 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) **WST.1.8.2:** Construct geographic representations for the purpose of asking and answering specific geographic questions **WST.1.8.3:** Explain relationships between places and regions using geographic representations

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	- States - Capital - Region - Identify

Academic Language Support

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? 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	Students should know exactly what I am asking them at all times. They should know that they are being asked to identify certain states and capitals based on their picture, and what their state name and capitals are.

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)?**	

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	- Maps of The World Application - Projector - Apple TV - iPad
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	- Google Classroom - Google Forms - Paper - Pencil - School Issued Devices

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	Introduction: - Students come in and Complete Quiz on Forms. - Go over Quiz	I will greet students as they come in and will instruct them to go into their Google Classrooms and open a form which is will be a quiz over the states we went over from the previous day. Once all students complete the quiz, we will go over it as a class, as I will poll the class over the questions. Once we go over it, we will move on to the next set of states.
45 Minutes	Instruction: - Introduce the states of the next region. - Identify their capitals and where they are on the map. - Worksheet	I will introduce the next region of states and their capitals. I use the app and cast it to the Apple TV. We will individually go over every state and details of state, its capital and where it is on the map. I will ask randomly by pointing to the map and asking the class what each state is. After completing the lesson, each student

		will complete a worksheet. Each student will complete a worksheet where they will have students matching states from a map of the respective region. After student's complete worksheet I will call them up and have them complete a verbal quiz by pointing to a quick map.
15 Minutes	Closure: - Wrap-up - Students may have free time	I will remind students that they will have a quiz of the following states the next day, just like they did today. I will also remind them that they will have a test next week over the entire unit. As class is wrapping up, if they have completed all work, students will have free time, while they wait to be called on for verbal quiz.

Technology Integration

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 needs/strengths of all students**. Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	No one like looking at an old-map, but this application makes it digital, I will have it streamed via Apple TV (I hope it works) and simply identifying the states with the students, I will ask them if they know first and then if not, using the app to reveal what they are and where they are. This app just makes it easier and more interactive. Students also will eb using their Google Classroom to access their quiz. They will do this each class following the lesson. Students seem to be more motivated and more engaged when technology is involved, even if it is something as small as a map.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	When I am calling students up to verbally quiz them, I am really checking for learning immediately, this should identify students who are struggling and need more attention before moving on, I might assign them a review quiz instead until they can grasp the new learned content on the spot. They either get it or they don't I will also take the chance to give them tools to remember as well.

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 might assign more challenging quizzes for those students who are excelling at this, I might only have them identify the state and capital based on picture, instead of mixing it up. I will demonstrate to all students tips on how to remember each state and its capitals.

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).	☐ **Formative** /☐ Summative	Students will have to complete a worksheet of each region after the lesson, without the use of a map to show learning.
	☐ **Formative** /☐ Summative	Students will then be given a quick verbal quiz to check for learning.
	☐ Formative /☐ **Summative**	In the form of a summative assessment, students will take a quiz after each lesson the following day, and as they learn more regions, there may be questions for multiple reasons, eventually there will be a test with all 50 states or some of them so they don't know what to expect, but they will know at the same time.

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 theories and/or research.**	Vygotsky: This theorist stated the scaffolding technique is beneficial and effective when used in the classroom to help students succeed to higher standards. Students will be observed by me during the lesson for participation, and will know what is expected of them before, I'm looking for students to show that they are capable of showing growth in their knowledge, and they can memorize and find tools to memorize certain content, in this case states and capitals.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.