



# Lesson Plan

Learning Segment Focus Regional Differences Lesson 1 of 2

Course & topic addressed Geography: Regional Differences & Similarities Date 2/4/2020  
Grade 7

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will be able to identify regional similarities and differences between China and Japan.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students have most likely heard of these countries, but may not understand that they are vastly different.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	If there does happen to be a student that is of Japanese or Chinese descent in the class, this will support them culturally, and allow the other students to better understand their classmate(s).

### 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>WST.3.7.1</b> Analyze the combinations of physical and human characteristics that make <i>places</i> and <i>regions</i> similar to and different from other <i>places</i> and <i>regions</i>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<ul style="list-style-type: none"> <li>• <b>Mandarin</b></li> <li>• <b>Island</b></li> <li>• <b>Mainland</b></li> <li>• <b>Communism</b></li> <li>• <b>Capitalism</b></li> <li>• <b>Logographic writing</b></li> </ul>
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### Academic Language Support

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? 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> ?	Students will need to use geographic vocabulary to describe regional differences and similarities between China and Japan. They will engage in discourse by verbal discussion about the topic.
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**Materials**

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, projector, access to videos
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computer, graphic organizer

**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)
10 minutes	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> </ul>	I will engage the students by showing them a picture of a Hiragana character and ask them which language this belongs to. I will do the same with a Mandarin character. I will then show pictures of the two countries and a picture of them on a map.
20 minutes	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Show a video about China</li> <li>• Show a video about Japan</li> <li>• Discuss similarities and differences between the two in whole group discussion</li> </ul>	Students will be given a graphic organizer to compare and contrast China and Japan. As they watch the videos, they will fill in the graphic organizer. After the videos, the class will engage in whole group discussion on the similarities and differences of the countries.
10 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Finish graphic organizers</li> <li>• Exit slips</li> </ul>	Students will complete graphic organizers if necessary. Upon completion, student will answer a question on what they have learned today in a paragraph.

**Accommodations/Modifications**

<p>How might I <b>modify</b> 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 would modify instruction by providing captions to the videos, as well as transcripts to those who want or need them. If a student is struggling with the content, then I will either pair them with a student that does understand the material and wishes to help, or I can provide one-on-one instruction.</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> (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I will provide captions and transcripts for the videos. I will provide one-on-one instruction to those who do not understand the content.</p>
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### Assessments: Formative and/or Summative

<p>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 &amp; what is assessed).</p>	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	<p>Questions asked for background knowledge</p>
	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	<p>Exit slip for content understanding</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

<p>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>.</p>	<p>This approach is linked to the constructivist learning theory since the lesson is designed to activate prior knowledge and build understanding based on that knowledge.</p>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</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>;  
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