

Teaching Work Sample

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Canada Unit

Baltic Middle School

7th Grade Geography

11/17/2019

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Contextual Factors

Baltic School District, Baltic Middle School

Community

The community of Baltic is a rural community located approximately fifteen miles North of Sioux Falls. The town is surrounded by areas of farmland and is located right next to the Big Sioux River. Baltic has a population of about 1,265 people, according to the City Office of Baltic's website. According to the 2013-2017 American Community Survey, Baltic's population is over 90% white/caucasian, and most of the population falls between the ages of thirty to fifty-nine. Within the school, 18.8% of students are considered economically disadvantaged and qualify for free or reduced lunch at school (South Dakota DOE School Report Card, 2018-2019). The unemployment rate in Baltic is 4.90% and the median annual household income is just over \$58,000 (American Community Survey, 2013-2017).

School District

The size of the town of Baltic does not correlate accurately to the actual enrollment of the school. One reason for this is because of the town's close proximity to the city of Sioux Falls, and another larger town of Dell Rapids. A fairly significant amount students come from these two alternate locations. There are other students who come from smaller surrounding town to Baltic. These towns include Colton, Crooks, Lyon, and Renner. According to the Department of Education's school report card, on state assessments, sixty percent of students in the middle school met or exceeded expectations in the area of language arts, which is six percentage points higher than the state average. In mathematics, forty-four percent of middle school students met or exceeded expectations, which was two points lower than the state average. Forty-seven

percent of middle school students met or exceeded expectations in science, which was seven points higher than the statewide average. The school has a graduation rate of 100% and an attendance rate of 97.0%

Classroom

In the Baltic Middle School, there are two sections of seventh grade. One section has eighteen students, ten boys and eight girls. The other has seventeen, ten boys and seven girls. The desks in the classroom are arranged in rows, for easy access to get in and out of the classroom, as well as easy groups and discussion methods. Many of the rules of the classroom revolve around respecting others as well as yourself. It is expected that you raise your hand to speak and listen when it is someone else's turn to speak. If someone answers a question and they are wrong, that is okay. As a group, we will work to find the right answer and learn the correct information. The overlaying rules of the school also apply to the classroom and should be followed. This set of rules is called the "Bulldog Code." This code is a set of overarching rules that deals most with being respectful, being engaged, and being the best version of yourself as a student and as a person. Students are responsible for getting their work done at the desired time. If the students do not get their work done, they will be put on the ICU list. During student's study halls or other free times during the day, they will be required to complete work on the ICU list before moving on to anything else. Retakes on tests are offered school-wide. The policy on retakes varies from classroom to classroom. Most require the students to bring home a form for parents to sign to verify the student spent time studying, and the retake must be completed before the time of the next test in class, or before the end of the current quarter. All students in the middle school are provided with laptop computers. Students are expected to have their computers

charged for school each not, and not use them for anything other than school work during the day at school. In total between the two sections, there are four students on IEPs. All of these students are provided with a copy of any notes that are talked about in class. All four of these students also have the option of taking their tests in the resource room, in an environment with less noise and less pressure.

Resources

South Dakota Dept. of Education. (2018-19). South Dakota School Report Card. Retrieved August 30, 2019, from <https://sdschools.sd.gov/#/home>.

United States Census Bureau. (2013-17). American Community Survey. Retrieved August 30, 2019, from <https://www.census.gov/programs-surveys/acs/>.

Goals and Objectives

Unit Standards:

7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics

7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region

7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures

7.G.4.1 Demonstrate understanding of the processes that result in the natural landscape

Unit Goals:

By the end of the unit, the class will have an average score increase of 50% on the assessment.

Students will be able to identify all 13 provinces and territories in Canada by locating and marking them on a map.

Students will be able to identify and describe the physical features of Canada by matching their description with their name.

Students will be able to identify and differentiate between the major cities of Canada, including its capital city and first and second largest cities.

Students will be able to explain the basic government structure of Canada.

Lesson Objectives:

Lesson 1:

Students will be able to identify Canada's provinces and territories on a map.

After the lesson, students will be able to categorize each province and territory into the proper region of Canada by writing a list for each.

Lesson 2:

During the lesson, students will be able to identify the relative location of the physical features of Canada orally by doing so when called upon.

During the lesson, students will be able to discuss how the physical characteristics of Canada affect the cultural characteristics, such as where people live and what they do in specific locations.

After this lesson, students will be able to identify the characteristics of the physical features, climate, and natural resources of Canada by completing a worksheet with at least 90% accuracy.

Lesson 3:

During the lesson, students will be able to describe ways that Canada's physical geography has shaped its cultural geography orally by participating in class discussion.

After the lesson, students will be able to identify pop culture figures from Canada and describe who they are, where they were born, and why they are well known.

Lesson 4:

During the lesson, students will be able to identify and describe the physical and cultural characteristics of Canada by answering quiz questions in a Quizizz format.

During the lesson, students will be able to identify the different provinces of Canada and what regions they belong to by identifying them on a map on the board.

After the lesson, students will be able to identify different physical and cultural characteristics of Canada by completing a worksheet at 90% accuracy.

Lesson 5:

During the lesson, students will be able to answer questions about Canada's history by answering questions posted around the room.

During the lesson, students will be able to explain how Canada developed over time by participating in class discussions.

After the lesson, students will be able to identify the proper regions to which each province in Canada belongs, by listing them onto a sheet of paper.

Lesson 6:

During the lesson, students will be able to describe how daily life in Canada has evolved over time by participating in class discussion.

After the lesson, students will be able to describe Canada's political and economic systems by answering questions in sentence form on a piece of notebook paper to be handed in later.

After the lesson, students will be able to sort the provinces of Canada into the correct region they are in when given the names of the regions.

Lesson 7:

During the lesson, students will be able to identify, list, and describe different aspects of Canadian physical geography, cultural geography, history, government, economy, province, and regions by answering questions when asked to them and their group during the lesson.

After the lesson, students will be able to identify the provinces of Canada with at least 90% accuracy by using an online map of Canada quiz from www.lizardpoint.com.

Timeline and Lesson Plans

Date of	Lesson 1: 11-4-2019	Lesson 2: 11-5-2019	Lesson 3: 11-7-2019	Lesson 4: 11-8-2019
Objective	Students will be able to identify Canada's provinces and territories on a map.	After this lesson, students will be able to identify the characteristics of the physical features, climate, and natural resources of Canada by completing a worksheet with at least 90% accuracy.	During the lesson, students will be able to describe ways that Canada's physical geography has shaped its cultural geography orally by participating in class discussion.	After the lesson, students will be able to identify different physical and cultural characteristics of Canada by completing a worksheet at 90% accuracy.
Introduction	Class KWL on Canada.	Class discussion to see if anyone has ever been to Canada or has any stories they would like to share about a time when they or someone they know has been in Canada.	Class discussion to see if anyone recognizes any famous people or groups born or started in Canada.	Quick class discussion over what we have gone over about Canada so far.
Content Delivery	As a class, we will fill out a map of Canada with the proper names for each province and territory as well as label the country's	We will discuss the different physical features of Canada as well as ones shared by Canada and the United States. We will	We will talk about factors that have influenced Canada's culture. Among these are immigration. We will talk	Individually, students will do a Quizizz quiz over the physical and cultural geography of Canada, or what we have talked about so far with

	capital city. We will then color in the four different regions of Canada.	then talk about Canada’s climate and relate it to the climate we have in our area. Finally, we will talk about some of the natural resources found in Canada.	about the different reasons people immigrate to a new place, and why they do so. We will also talk about what kind of effect this can have on the economy and population density of a place.	it. Then, we will go through the questions of the quiz and discuss what the right answers should have been, clearing up any misconceptions along the way. Then, we will do a quick quiz over the regions of Canada and what provinces belong to what regions. This quiz will be done individually on a piece of notebook paper.
Closure	I will ask students to write on the back of the map one thing they learned about Canada that day, and then pass the maps up for me to collect.	I will give students a worksheet over much of the information we talked about in class. The worksheet will be due when they come to class the next time.	I will instruct students to research the internet for famous people from Canada and to record a little bit of information about them. This will be an assignment due at the end of the class period.	I will collect the regions quiz from the students and pass out a worksheet to help them review what we have learned so far about physical and cultural geography. This worksheet will be collected at the end of class to be worked on later.
Teaching Strategy	Indirect.	Direct.	Direct.	Indirect.
Form of Assessment	Map, Class KWL chart, exit ticket on back	Worksheet assignment	Class discussion, Famous	Quizizz Activity, Physical and Cultural

	of map		Canadians activity	Geography Worksheet
Appropriate Length of Time	45 minutes	35 minutes (10 minutes of work time)	35 minutes (10 minutes of work time)	25 minutes (20 minutes of work time)

Date of	Lesson 5: 11-11-2019	Lesson 6: 11-12-2019	Lesson 7: 11-13-2019
Objective	During the lesson, students will be able to answer questions about Canada's history by answering questions posted around the room.	During the lesson, students will be able to describe how daily life in Canada has evolved over time by participating in class discussion.	During the lesson, students will be able to identify, list, and describe different aspects of Canadian physical geography, cultural geography, history, government, economy, province, and regions by answering questions when asked to them and their group during the lesson.
Introduction	We will talk about some of the similarities the United States and Canada had on their way to becoming independent countries.	I will tell a true story about a time me and a friend planned to go to Canada for a trip. The trip fell through, but it will display to the students that there is a very real possibility of them being able to go to Canada one day, and that it is not far away.	I will remind the students that we will be testing over the unit the next day. And they should attempt to study, especially if they feel like they do not have a good grasp of the material.
Content Delivery	I will have five questions posted around the room, and	We will talk about what life is like in Canada today,	Students will be put into groups. I will hand out a study guide, and

	<p>break students into five groups to go around and answer the questions. Every 2-3 minutes I will tell the groups to rotate to the next question. As the groups work to answer the questions I will be listening in to group discussions. Each question will have to do with the history of Canada.</p>	<p>including what it is like to live in each region and what each region has become known for. We will also spend time talking about how Canada's government is set up and how their economy works.</p>	<p>begin asking each group questions from the study guide as part of a review game. Each group will get a question, and get a point if they answer correctly. If they do not, the next team can steal the point. After we have gone through the study guide and have a winner of the review game, I will have the students get out their computers and go to a map quiz website to take a quiz over the provinces of Canada. I will have the students report their score of their first try on the quiz to me, which I will record.</p>
Closure	<p>We will discuss each question as a class and the answer that each group put for each question. We will clear up any misconceptions the students have along the way.</p>	<p>I will present the class with a link to a Google Form, where they can ask me any questions they may have about anything we have covered so far in the Unit. I will read these questions and address them during the review in our next lesson.</p>	<p>After I have recorded each students score on the map quiz, I will remind them again that they have a test tomorrow and they should study if they felt like the review did not go well.</p>
Teaching Strategy	Indirect.	Direct.	Indirect.
Form of Assessment	Group stations activity, class discussion	Exit ticket, Google Form question submissions	Review game, class discussion, Canada map quiz
Appropriate Length of Time	45 minutes	40 minutes (5 minutes of work time)	45 minutes

Lesson Plans

Dakota State University

College of Education

LESSON PLAN #1

Name: Parker Christeson

Grade Level: 7th Geography

School: Baltic Middle School

Date: November 4, 2019

Time: 11:15-12:00, 12:30-1:15

Reflection from prior lesson (*if you did not teach the previous lesson, what did you observe that will help you prepare and teach this lesson?*): On the pre-assessment, students missed most of the questions about Canada's provinces and territories, including what regions they were in. In this lesson, we will be going over Canada's regions, names of the provinces/territories, and major cities of Canada.

Lesson Goal(s) / Standards:

- 7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics
- 7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics

Lesson Objectives:

- Students will be able to identify Canada's provinces and territories on a map.

- After the lesson, students will be able to categorize each province and territory into the proper region of Canada by writing a list for each.

Materials Needed:

- Smart board to display a blank map for students and fill in for them to follow along with.
- Each student will have a paper copy of a map to fill out as I fill one out on the smart board in the front of the room.

Contextual Factors/ Learner Characteristics: Some students did not know that Canada had the equivalent of states in the US and did not know they were called provinces. I will be sure to drive this point home that Canada is split into smaller areas and those areas are divided into regions. I also want to point out to students that the capital of Canada is Ottawa, because on the pre-assessment, many students thought it was Toronto.

A. The Lesson

1. Introduction (5-10 minutes)

- getting attention- Since this is the first lesson about Canada, I want to ask the students what they think they know about Canada and any questions they might have. I will have each student write down three things they know about Canada, and three questions they have. I will call on 1-2 students to share for each.
- relating to past experience and/or knowledge- I will refer back to some of what the students say during the KWL portion to build on what they know and create new knowledge.
- creating a need to know- I will explain that I have met a few people from Canada, and that it is useful to know what part of Canada someone may be from because parts of Canada are very different from one another. You then know what type of society or culture they could be from and what types of experiences they have had.
- sharing objective, in general terms- Today, we will learn the provinces of Canada and what regions they are grouped into. We will also talk about some of the major cities of Canada.

2. Content Delivery (20-25 minutes)

- I will pass out the blank map of Canada to all students. I will also pull up my blank map of Canada on the board. We will begin by labeling each province and territory of Canada. I will go over this carefully, because this is something the students will be tested over later.
- We will then label some of the major cities in Canada. The first one we will label is the capital city, Ottawa. We will label this with a star. After that, we will label Toronto on the map. The reason we will label Toronto is because it is the most populated city in Canada. Then we will label Winnipeg, because it is the most major city that is located close to us. Finally, we will label Vancouver. We will label this one because it is the most major city in the western part of Canada.
- Then, we will begin breaking down Canada into its four regions, the Western Provinces, Eastern Provinces, the Heartland, and the Canadian North. We will write out which province is in each region, and then color each region a different color to differentiate between them.
 - Western Provinces
 - British Columbia
 - Alberta
 - Saskatchewan
 - Manitoba
 - Eastern Provinces
 - Newfoundland and Labrador
 - Prince Edward Island
 - Nova Scotia
 - New Brunswick
 - Heartland
 - Ontario
 - Quebec
 - Canadian North
 - Yukon Territory
 - Northwest Territories
 - Nunavut

3. Closure (5-10 minutes)

- a. I will have the students pass their filled out maps forward for me to score and give back the next day. On the back of the same paper they used to write down the first part of their KWL chart, I will have the students try to list all of the provinces in each region from memory. After they are done, I will have them begin filling out their vocabulary worksheet which has 13 words from the chapter for them to define. This sheet will be due at the beginning of class on Tuesday.

B. Assessments Used

- I will look at each students map to see if they were able to follow along and fill it out correctly. The maps will be given back the next day for the students to keep and study from.
- I will look at the students KWL charts to see what they know, if it is accurate, and what questions they have so that I can plan to answer them in my future lessons.
- I will also look at the students attempts to list all of the provinces and territories for each region and see how they did. If they do poorly, I will be sure to go over them again in a future lesson.

C. Differentiated Instruction

- When filling out the map, I may go check up on the students who tend to fall a little bit behind to make sure they have everything filled out like they are supposed to.

D. Resources

Houghton Mifflin Harcourt

Dakota State University

College of Education

LESSON PLAN # 2

Name: Parker Christeson

Grade Level: 7th Geography

School: Baltic Middle School

Date: November 5, 2019

Time: 11:15-12:00, 12:30-1:15

Reflection from prior lesson (*if you did not teach the previous lesson, what did you observe that will help you prepare and teach this lesson?*): The previous day, we filled out a map of Canada's provinces, regions, and capitals, so as we talk about the physical features of Canada, I will reference that to give students an idea of where things are in the Country. I also had students define vocabulary words and I will use those when talking about Canada's climate and natural resources.

Lesson Goal(s) / Standards:

- 7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region
- 7.G.4.1 Demonstrate understanding of the processes that result in the natural landscape
- 7.G.7.1 Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity

Lesson Objectives:

- During the lesson, students will be able to identify the relative location of the physical features of Canada orally by doing so when called upon.
- During the lesson, students will be able to discuss how the physical characteristics of Canada affect the cultural characteristics, such as where people live and what they do in specific locations.
- After this lesson, students will be able to identify the characteristics of the physical features, climate, and natural resources of Canada by completing a worksheet with at least 90% accuracy.

Materials Needed:

- Physical map of Canada on page 226 of the students' textbook.
- Smartboard to display notes, as well as an image of a physical map of Canada
- Worksheet to complete as homework.

Contextual Factors/ Learner Characteristics: These students probably do not realize some of the similarities that Canada and the United States share, so I will want to make a point of how similar the two countries really are. I also want to make sure clear any misconceptions about Canada the students may have picked up along the way.

A. The Lesson

1. Introduction (5-10 minutes)

- getting attention- I want to get the students excited to talk about Canada, so I will try to bring the energy to talk about it with the students. It is a topic that interests my quite a bit so it should be a fun lesson.
- relating to past experience and/or knowledge- I will start by asking if anyone in the class has ever been to Canada. I have not been but if need be I could tell about some of my friends who have been to Canada and told me about it. I will also ask students what they think they know about Canada.
- creating a need to know- I will explain that Canada and the United States have a close relationship, both in location and in the ways they depend on each other and that it is important to know what goes on in Canada
- sharing objective, in general terms- Today, we will be learning about the physical features, climate, and natural resources of Canada

2. Content Delivery (20-30 minutes)

- We will begin with the physical features. I want students to be able to see that the Rocky mountains stretch into Canada. I also want to make note of the bodies of water shared between the United States and Canada such as the Great Lakes and the St Lawrence River. I will also talk about Niagara Falls at this time and its location between the United States and Canada. I will also talk about the Canadian Shield, Hudson Bay, and some other Rivers in Canada. When talking about rivers, I will reference the continental divide we talked about last chapter and see if students think it still applies to Canada(which it does).
 - After we look at these features on the map in their book, I will have the students take some notes about some of the features we talked about.
- Then we will move on to talk about climate. I believe students will be aware that it is colder on average in Canada than in the United States, but it does still have a lot of the seasons we have here. I will also explain that as you move North in Canada into the territories and toward the Arctic Circle, it gets much colder. After we have talked generally about the climate in Canada, we will talk about what specific climates Canada has. In the central North, there is a subarctic climate, in the far north there is tundra and ice cap climates. These three climates are extremely cold and make up about half of Canada. I will then talk about the southern parts of Canada that have climates that are humid and not as extremely cold. I will explain that these climates are more like the ones we have here in the United States. I want to make a point to talk about the climate in British Columbia on the West side of Canada, and how it has a marine west coast climate similar to that of Seattle, Washington. This is where I plan to clear up some misconceptions of Canada being extremely cold everywhere all the time.
 - Again, after we talk about these climates we will write down notes about the climate types in Canada.
- Finally, we will talk about some of the natural resources in Canada. I will start by talking about some of the farming that occurs in Canada much like it occurs around here, and that the southwest and south central parts are the areas that produce some of the most wheat in the world. I will then talk about the fishing that occurs off of the Atlantic Coast of Canada, in an area called the Grand Banks. We will also touch back on some of the vocabulary words we went over yesterday, such as wood and newsprint, when talking about the vast forests in Canada and some of the things they can produce from them.

3. Closure (5 minutes)

- I will close the lesson by asking if there are any questions or anything else the students want me to go over again, and then I will give them a worksheet to complete using their books, which will be due by the beginning of class the next day.

B. Assessments Used

- I will give the students a short worksheet to complete as homework. As the students do the worksheet at the end of class, I will observe them and see who is doing well and who is struggling. Some ways I will be able to tell, is who is completing the worksheet quickly, who is asking questions, who is referring back to their notes and who is looking in the book.

C. Differentiated Instruction

- If there are students struggling with similar parts of the worksheet I will bring them together in a group and go back over the concepts they are struggling with.

D. Resources

Houghton Mifflin Harcourt

Dakota State University

College of Education

LESSON PLAN #3

Name: Parker Christeson

Grade Level: 7th Grade Geography

School: Baltic Middle School

Date: 11/7/2019

Time: 11:15-12:00, 12:30-1:15

Reflection from prior lesson: In the previous lesson we talked about physical geography of Canada such as physical features, climate, and natural resources. In the lesson today, we will talk about the cultural geography of Canada. During the lesson, I will try to point out how some of the physical geography factors affect the cultural factors. I will also refer back to the map from the lesson on Monday to give students a visual representation of where different cultures exist in Canada and how their locations could be a factor in their culture and daily life.

Lesson Goal(s) / Standards:

- 7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region
- 7.G.3.2 Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places
- 7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures

Lesson Objectives:

- During the lesson, students will be able to describe ways that Canada's physical geography has shaped its cultural geography orally by participating in class discussion.
- After the lesson, students will be able to identify pop culture figures from Canada and describe who they are, where they were born, and why they are well known.

Materials Needed:

- Smart board to display notes for students, as well as the process for searching for the Famous Canadians activity.
- Notebook paper for students to complete the activity on as homework.

Contextual Factors/ Learner Characteristics: I think a common misconception that students have is that it is too cold everywhere in Canada to do many of the same things that are done here in the United States. Many people in Canada farm or play sports or do many of the same things we do every day. Many students also have not heard of, or do not realize that they know of a lot of people from Canada. Many celebrities who are from Canada are usually recognized as American and are never really shown as being from Canada. This lesson should give the students a better idea of what people in Canada are like.

A. The Lesson

1. Introduction (5-10 minutes)

- getting attention- I will open by bringing up well known people or places from Canada and asking the students if they have heard of them and any experiences they may have with them. By doing this, I will see what kind of prior knowledge they have to the culture of Canada.
- relating to past experience and/or knowledge- I want to connect what the students learned in the previous lesson about Canada's physical geography to what they will be learning about its cultural geography. I want to make connections between the two to show how the physical geography can shape the cultural or human geography.
- creating a need to know- Since the United States is directly south of Canada, there is a high possibility that these students may go there one day. If this happens, I want them to know where they are, what it is like, and why it may be that way.
- sharing objective, in general terms- Today, we will learn about what factors shaped the cultural geography of Canada, and identify some famous Canadians.

2. Content Delivery (25-30 minutes)

- First, we will talk about immigration to Canada.
 - We will talk about the first wave of immigration that took place in the late 1800s and early 1900s, and many people who immigrated came from Europe, and some came from the United States.
 - At this point, I will ask the students for any reason they can think of that people may immigrate to a different place or country. Possible responses could include:
 - Work opportunities
 - To escape bad situations
 - To be with family/relatives/friends
 - Better weather/climate
 - We will talk about these as potential reasons for the immigration. We will also talk about the “Gold Rush” of 1897 in Northern Canada as another potential reason.
 - We will then talk about people who immigrated to Canada from Asia. Because they ended up on the west side of Canada, they were more cut off from the more developed eastern side of Canada, and for this reason began constructing a railway to connect the sides.
 - I will then ask the students what they think happened in Canada because of all of this immigration. I think they will say something like, “there was more people.” I will take this and elaborate for them that more people means more money to spend on goods and services, and because there were more people, Canada experienced an economic “boom.”
 - We will then discuss what economic boom means for any students who don’t know.
 - We will then talk about where all these people who immigrated to Canada will live and what they might look for in a future home. We will talk about how many of these people moved to larger cities, and this is how the city of Toronto became Canada’s most populated city, and one of the most culturally diverse cities in the world.

3. Closure (5 minutes)

- I will then start discussing how very few Americans know a lot of people who are from Canada. Many people have probably heard of famous Canadians, but do not realize they were born in Canada. As an assignment, I will ask the students to do some research on famous people born in Canada, and write some information

about them, including where they were born, their profession, and what they are famous for. I want them to find at least 10 people. I believe this activity will give the students a better understanding of who is from Canada, and where.

- Students will have the rest of the time to work on this assignment.

B. Assessments Used

- The first assessment is class discussion. I will call on students who volunteer information right away, and then begin calling on students somewhat randomly. I will be thinking about the level and depth of the questions I am asking to students, and give some students with less confidence questions with simple answers, while letting the students who want to volunteer information answer questions tackle the more in depth questions. By doing this I will be able to tell who is following along and who gets the information that is being presented.
- I will also be assessing their ability to research these famous Canadians and find specific information such as where they were born. This assignment will give me a good idea of who understand what we are doing and who is still struggling.

C. Differentiated Instruction

- Some students work slower and have a tougher time with notes and these kinds of assignments. For these students, I have printed off my notes for them to follow along, and will allow them to do less than the ten Famous Canadians the rest of the class is doing. As long as they show me they understand the process and can do it, that is good enough for me.

D. Resources

Houghton Mifflin Harcourt

Dakota State University

College of Education

LESSON PLAN #4

Name: Parker Christeson

Grade Level: 7th Grade Geography

School: Baltic Middle School

Date: 11-8-2019

Time: 11:15-12:00, 12:30-1:15

Reflection from prior lesson (*if you did not teach the previous lesson, what did you observe that will help you prepare and teach this lesson?*): On the previous day, we talked about the cultural geography of Canada. We also talked about how it ties into the physical geography of Canada. It seemed like the students had a pretty good grasp of both concepts and how they were related, however in this lesson, I would like to make sure they understand both physical and cultural geography of Canada, how they are connected, and how they are different.

Lesson Goal(s) / Standards:

- 7.G.1.1 Gather information, analyze data and demonstrate navigation with a map
- 7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region
- 7.G.4.2 Explain how and why different cultures interact with earth's physical systems in various ways

Lesson Objectives:

- During the lesson, students will be able to identify and describe the physical and cultural characteristics of Canada by answering quiz questions in a Quizizz format.
- During the lesson, students will be able to identify the different provinces of Canada and what regions they belong to by identifying them on a map on the board.
- After the lesson, students will be able to identify different physical and cultural characteristics of Canada by doing a worksheet.

Materials Needed:

- Quizizz review quiz
- Smartboard to display the map of Canada for the review of regions and provinces.
- Worksheet for the students to do during class.

Contextual Factors/ Learner Characteristics: Canada has many different and unique physical features that these students have not heard of. Especially since these students are from a region where many landforms are plains, hills, or grasslands. Many mountains and rocky areas would be very unfamiliar to these students. This lesson will give the students more practice in identifying these physical features, as well as where they are located in Canada.

A. The Lesson

1. Introduction (5-10 minutes)

- getting attention- To begin, I will ask the student different questions to review what we have learned in the previous two lessons. This will be a good way to bring the students into the lesson, and introduce them to exactly what we will be doing that day.
- relating to past experience and/or knowledge- I will explain to the students that what we are doing today will be a review of what we have been doing for the past few lessons, and we should make sure we are really learning this important information.
- creating a need to know- I will re-explain why this information is important, because Canada is a neighboring country, and therefore we should learn information about it. It would also be important to know if the students ever find themselves in Canada for any reason.
- sharing objective, in general terms- Today, we will be talking more about Canada's physical and cultural geography and how they are connected, as well as practicing identifying some of the provinces of Canada and how they are connected.

2. Content Delivery (35-40 minutes)

- I will do a quick review of the important points we have touched on from Canada's physical and cultural geography with the students.
- Then, I will open up for any questions the students may have. When the students stop asking questions, we will move to our next activity.
- For the next activity, I will prepare a Quizizz quiz that the students will take. The quiz will be over the information we have covered so far in class. After the quiz, we will review some of the questions and how the students performed on them. On questions that many students missed, we will go back over the answers and talk about why they are right, while clearing up any misconceptions the students may have, that they either came in with or developed during class.
- I will then give the students the worksheet that I would like them to work on. I will tell them that the worksheet will not have a due date at the moment, and I will collect them in about 20 minutes to see how they are doing.
- When we have gone through the worksheet for a while, we will do another type of review but this will just involve identifying the provinces of Canada. I will start by having two students come to the front of the room and turn their backs to the smartboard, which will be displaying a picture of a map of Canada. I will mark one of the provinces, and have the students turn around to see who can tell me the correct name of the province first. The student who is able to name the province first will stay, and the other will sit back down and the next person will come up. We will go through all students twice to see if anyone can make it around the classroom, by identifying provinces quicker than all of their classmates who come to the front of the room.

3. Closure (5 minutes)

- After the province review game, I will remind students that on the test there will be a map of the different provinces of Canada, and that it would be a good idea for them to study before the test. I will also tell them that if they struggled on the Quizizz quiz, they should review their notes and begin preparing for the test that will be next week.

B. Assessments Used

- The first assessment is the Quizizz quiz. This should give me an idea of who has learned some of the material pretty well and who is still struggling. I will look at the results of this assessment and decide what needs to be gone back over.
- Another assessment is the worksheet. This worksheet will be over some of the same material presented in the Quizizz quiz, but will be presented in a different way. I will also go over what students completed on this to determine what should be gone back over.
- The final assessment is the province review game. This simple game should give me an idea of what students know which provinces, or at least have an idea of where they are located. As we keep going through our Canada lessons, we will play this game again to see if the students are improving or not.

C. Differentiated Instruction

- I will look at the results of the Quizizz quiz and determine if any students may benefit from more one-on-one or small group instruction.
- During the province review game, I will give some of the lower achieving students some of the more obvious, or easier provinces to guess. If there are two high achieving students I will try to choose a province that is less well known.

D. Resources

Houghton Mifflin Harcourt

Dakota State University

College of Education

LESSON PLAN #5

Name: Parker Christeson

Grade Level: 7th Grade Geography

School: Baltic Middles School

Date: 11-11-19

Time: 11:15-12:00, 12:30-1:15

Reflection from prior lesson (*if you did not teach the previous lesson, what did you observe that will help you prepare and teach this lesson?*): In the previous lessons, we have talked a lot about physical and cultural geography of Canada. For this lesson, we will move into talking more about the history of Canada and how it came to be the way it is now. We have touched on some historical aspects, such as the gold rush in 1897, and immigration, so I will try to build on students' knowledge of these things.

Lesson Goal(s) / Standards:

- 7.G.5.2 Identify population distribution and characteristics of human populations
- 7.G.6.2 Recognize and explain how cultures and cultural landscapes change
- 7.G.7.3 Draw conclusions on how past human and/or physical conditions influence present and/or future conditions

Lesson Objectives:

- During the lesson, students will be able to answer questions about Canada's history by answering questions posted around the room.
- During the lesson, students will be able to explain how Canada developed over time by participating in class discussions.
- After the lesson, students will be able to identify the proper regions to which each province in Canada belongs, by listing them onto a sheet of paper.

Materials Needed:

- Chapter 7 lesson 2 in the textbook
- Prepared questions to be hung around the room for stations activity
- Smartboard to display notes for students

Contextual Factors/ Learner Characteristics: Many students have great knowledge of the beginning of the United States as a country, but not as much attention is paid to the way Canada started as a country. Being in a landlocked state in the middle of a country, many of these students have never had the opportunity to leave the country. For these reasons, these students do not have a lot of knowledge of the history of many countries around the world. This lesson will give them a good idea of how a country bordering the one we live in began and got started.

A. The Lesson

1. Introduction (5-10 minutes)

- getting attention- I will start talking about the similarities that Canada and the United States had on their way to becoming independent countries from Great Britain. Many students are unaware that they had a somewhat similar path.
- relating to past experience and/or knowledge- We have talked a lot about the physical and cultural geography of Canada, and i will use that knowledge gained and connect it to what we are talking about in this lesson, which is the history of the country of Canada.
- creating a need to know- I will explain to students that the history of Canada is important in knowing not only how Canada developed into its own country, but that know the overall process for becoming a country and how other countries may have done it is important. I will explain to them that the reason it is important is because it only helps them in their thinking about how a country is developed and what goes into having a country.

- sharing objective, in general terms- Today, we will learn about the history of Canada and how it developed from found land, to a British territory, to its own country.

2. Content Delivery (30-35 minutes)

- To start, I will tell the students to get out a notebook and pencil along with their textbook to open to chapter 7 lesson 2. I will have the student read the lesson quietly to themselves. I will then break the students into groups of 3-4 students.
- I will explain to the students that they will be moving around the room with their groups to answer a questions posted around 5 different stations in the room. I will explain that it should be a group conversation and that everyone needs to write down an answer to the questions being posted. I will then tell each group which station they will start and when I say, “go” they may proceed to that station and begin answering their questions. Every 5 minutes or so, I will call for each group to rotate clockwise to the next station and begin working on the questions posted there.
- As the students are answering the questions, I will be walking around listening to the conversations they are having. If any groups are getting off track and talking about things that are not related to the questions posted, I will redirect these students to talk about what they should be focusing on. It may be the case where they are struggling with a question and need help getting started on answering it. If this is the case, I will ask guiding questions to help them get started. My strategy in doing this will be to relate the questions to what we have talked about with Canada’s physical and cultural geography.
- After each group has answered the question at each station, I will ask that all students sit down back in their seats. I will then go through each question one at a time and ask a student from each group what they had down for an answer. We will discuss each answer, and since all questions posted are open-ended, we will discuss as a class whether or not we think the answer is correct, or at least on the right track. If the students’ answers are incorrect, we will discuss what they could have said differently to be more correct. If groups have the same answers, I will ask them to elaborate more on their answer to see if they had a different line of thinking.

3. Closure (5 minutes)

- To close out this lesson, I will have the students pass their papers they wrote on up to the front so I can look through them to see how each student did. I will not give a grade for this, but it will be an indicator of how well the students understood the information.

B. Assessments Used

- The only assessment for this lesson will be the paper the students write their answers on. If I see that many students had a similar misconception about something they were learning I will come back to that in the next lesson to clear them up.

C. Differentiated Instruction

- For this lesson, I grouped the students because I thought the questions may be a little more difficult to answer for some of the lower achieving students in the class. When I grouped the students, I attempted to have each group consist of one high level student, one middle level, and one lower level student. This should help all students have a role in their groups and finding the answers.

D. Resources

Houghton Mifflin Harcourt

Dakota State University

College of Education

LESSON PLAN #6

Name: Parker Christeson

Grade Level: 7th Grade Geography

School: Baltic Middle School

Date: 11-12-19

Time: 11:15-12:00, 12:30-1:15

Reflection from prior lesson (*if you did not teach the previous lesson, what did you observe that will help you prepare and teach this lesson?*): So far in this unit, we have talked about Canada's physical and cultural geography, as well as its history. In this lesson, we will talk about what it is like to live in Canada today and what life is like in each region. The students have been struggling on which province belongs in which region so as we are going through the notes, I will try to keep reinforcing this information as well as have students write it down. We will also be talking about Canada's government and economy. I will try to relate this information to some of the cultural geography and history information we have talked about so far.

Lesson Goal(s) / Standards:

- 7.G.7.1 Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity
- 7.G.3.2 Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places

- 7.G.2.3 Analyze political and economic systems

Lesson Objectives:

- During the lesson, students will be able to describe how daily life in Canada has evolved over time by participating in class discussion.
- After the lesson, students will be able to describe Canada's political and economic systems by answering questions in sentence form on a piece of notebook paper to be handed in later.
- After the lesson, students will be able to sort the provinces of Canada into the correct region they are in when given the names of the regions.

Materials Needed:

- Smartboard to display notes for students.
- Notebook paper for students to complete questions and sorting activity after the lesson.
- Google form for students to ask questions

Contextual Factors/ Learner Characteristics: I think a common misconception for these students is that people in Canada are very different and have a different way of life than we have here in the United States. The truth is, their economy and government are set up very similarly, and therefore, life in Canada is not all that different than it is to the United States. I think many of these students view Canada as almost another world, when daily life is really very similar to the life we live every day.

A. The Lesson

1. Introduction (5-10 minutes)

- getting attention- To start, I will tell a story about a time when me and my friend planned a trip to Winnipeg, Canada only to have it fall through. I want to tell this story so students get an idea that it is very possible to get to Canada and potentially take a trip there. I feel that this story will make it more real to them.

- relating to past experience and/or knowledge- During the lesson, I want to relate what living in Canada is like today to all of the things we have talked about including physical and cultural geography, and history.
- creating a need to know- I will refer back to my story, and explain that Canada is not a lot different to live in than the United States, but there are some key differences to be aware of. I may also explain that at some point they may meet someone from Canada, and it would be good to know what type of life they live and where they come from.
- sharing objective, in general terms- Today we will learn what it is like to live in different regions of Canada, as well as what type of government and economy they have.

2. Content Delivery (30-35 minutes)

- We will first talk about the regions of Canada and the cultural and lifestyle differences of each. For example, in the Heartland region is where many of Canada's major cities are, so living there would have more of a big city feel. Another example is in Canada's eastern provinces, which are mostly islands or on the coast, so life here consists of fishing and other ways of life around the water. In the western provinces, the population is more spread out and there is much more farming and mining that happens in these areas. Finally in the Canadian North, there are very few people, and the temperatures are extremely cold. It will be helpful for students to understand the differences between these regions as well as what provinces belong to each.
- Next we will talk about Canada's government. Government and politics can be difficult things to explain if the students are not very familiar with it. For this reason, I will make comparisons from Canada's government to the United States government, which the students should be a little more familiar with. I will explain that Canada has a parliamentary democracy, which consists of a parliament (comparable to congress for the US), made up of a Senate and House of Commons (comparable to Senate and House of Representatives in the US). I will then explain that Canada's government is lead by a Prime Minister (comparable to the President of the US).
- Finally, we will talk about Canada's economy. I want to cover what main occupations, and main ways people make money in Canada today. We will start by talking about big cities. I will explain that in these places, people have similar jobs and occupations as people in cities in the United States. Then, I will explain that in the western region, many people are farmers. We will talk about the reason for this being that it is a very similar area physically to where we live, which allows for more successful farming. The west is also a successful place to produce oil and natural gas. We will also talk about the rich fishing waters around Canada, and the reason for that being that the temperature is perfect for growing small organisms that fish feed on. We will then talk about something

we touched on earlier when talking about physical geography, and that is because of Canada's climate, they are unable to grow or produce everything they might need, and instead need to trade for it. We will quickly go back over some of Canada's goods they produce, and how they trade some of those goods for goods they cannot produce. One that I will specifically talk about is fruit that must be grown in warm climates, like oranges, peaches, and mangos. After talking about the fact that Canada must trade, I will explain that the largest trade relationship in the world exists between Canada and the United States.

3. Closure (5 minutes)

- We went over a lot of information today, so I will make a google form and give students the link to it. I will tell students they can use this form to post a question to me from anything about the chapter, and tomorrow before we do a review I will answer all questions posted.

B. Assessments Used

- For this lesson, I will use class discussion to see how students are reacting to and learning the material. I will also be walking around the classroom and peaking at their notes to see what they are writing down, and if they are getting the correct information.
- On the Google Form, students will submit questions they have, which will give me an idea of what to go over in depth on the review.

C. Differentiated Instruction

- I have printed the notes off for a number of students who struggle to concentrate for longer periods of time. By having the notes to follow along instead of write down, I believe these students will get more out of the lesson.

D. Resources

Houghton Mifflin Harcourt

Dakota State University

College of Education

LESSON PLAN # 7

Name: Parker Christeson

Grade Level: 7th Grade Geography

School: Baltic Middle School

Date: 11-13-2019

Time: 11:15-12:00, 12:30-1:15

Reflection from prior lesson (*if you did not teach the previous lesson, what did you observe that will help you prepare and teach this lesson?*): At the end of the previous lesson, I opened a Google form for students to post questions directly to me about anything in the chapter. I wanted them to have a chance to ask questions they were specifically unsure of so I could intentionally address them during the review of this lesson. I did not require students to post a question, and for this reason I only got a few questions from the students. If I did this activity again I would require each student to post one question. The questions I did get were mostly about 2 things. The first was the physical geography and landforms and still have some confusion about those. Most students said they would mix up the Canadian Shield with the Grand Banks and other simple ones like that. In my review I had already planned to go over each physical landform and what each one was like. The other main set of questions I got were about the specific provinces of Canada and the regions they were located in. Since this was the majority of questions I got, and I was already unsure of how well student might do on this because I had them try to sort

them on an exit ticket in a previous lesson, I found a geography quiz game website where the students will have to identify the provinces of Canada by name.

Lesson Goal(s) / Standards:

- 7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region
- 7.G.4.1 Demonstrate understanding of the processes that result in the natural landscape
- 7.G.5.1 Analyze basic components of culture, including how and why they differ spatially
- 7.G.1.1 Gather information, analyze data and demonstrate navigation with a map

Lesson Objectives:

- During the lesson, students will be able to identify, list, and describe different aspects of Canadian physical geography, cultural geography, history, government, economy, province, and regions by answering questions when asked to them and their group during The lesson.
- After the lesson, students will be able to identify the provinces of Canada with at least 90% accuracy by using an online map of Canada quiz from www.lizardpoint.com.

Materials Needed:

- Questions from Google form
- Partial deck of cards to put students into groups
- Study guide for students to fill out
- Canada provinces map quiz from www.lizardpoint.com

Contextual Factors/ Learner Characteristics: On the pre-assessment, the students average was around 34%. In reviewing for the test, I want to make sure they learn the information well so they do well on the test. This review will benefit these students because they enjoy working together and learning from each other. I also believe the map quiz will be beneficial to the students because they seem to be somewhat visual learners.

A. The Lesson

1. Introduction (5 minutes)

- getting attention- I will give the students some information about the test, like what will be on and what they should focus on in studying. I think if the students hear this information they will be more apt to study because they know exactly what to study.
- relating to past experience and/or knowledge- During the lesson, we will be going back over everything we have talked about so far in the chapter. I will try to make as many connections as I can to what we have talked about already.
- creating a need to know- I will be sure to reiterate that the students have a test tomorrow and it will be important for them to learn the information we go over in class today.
- sharing objective, in general terms- Today, we will be reviewing information about Canada's physical geography, cultural geography and history, as well as what Canada is like today. We will also take time to review the name and location of each province.

2. Content Delivery (30-35 minutes)

- I will use a deck of cards to put the students into groups of 3-4. There will be 5 groups.
- Once in groups, I will begin with group one and ask them the first question on the study guide. If they get it right they will get one point. If they get it wrong, the question will go to the next group and keep going until a group gets it right, or all five get it wrong. The group that gets the question will get one point. If no groups get it, no points are awarded. Points will be kept track of on the smart board in the front of the room.
- No matter what group gets the question right, the next question will go in order. So the first question goes to group 1, second to group 2 and so on. If group one misses the first question and group two gets it right, group 2 will still get the next question.
- After each question, I will give students time to fill out the answers on their study guides.
- While going through the study guide, I will make as many connections as possible to the notes, activities done in class, and the questions the students submitted.
- After all the questions on the study guide are answered, all groups will have a chance to wager any points they have earned on a final question. After the final

question is answered by all groups, and the point totals are calculated, there will be one winning group who will all receive on free black pen from me.

- The review of the information should take 25-30 minutes. I plan to have the students spend the final 10 minutes of class reviewing the provinces of Canada on lizardpoint.com. On this website, there are map quizzes where the students have to identify the provinces of Canada by clicking on the correct province for the name displayed. When the students complete the quiz, the site will give them a percent score. I will come around and have the students show me the score they received on their first try so I can record it to see how they did. I will look at these scores to get an idea of how the students will do on the test. I will explain to students that scored low that they should probably use this site at home to study.

3. Closure (5 minutes)

- Once I have scores for all students on the map quiz, I will close the lesson by reminding students that if they felt like they struggled on the review or the map quiz, they need to study more for the test which will be tomorrow.

B. Assessments Used

- During the review, I will be able to see what students are having conversations in groups about the information they are asked about. This will give me an idea of who has a pretty good initial grasp on the information, and who still needs to sort through some things.
- The map quiz will give me an idea of who is doing well with the map and identifying the provinces. By getting the scores from the students first time through the quiz, I will have an idea of who will do well on the test.

C. Differentiated Instruction

- The students will be put into groups which should help struggling students to learn some information from their peers.
- For students who struggle to write things down neatly and quickly, I will allow them to type out their study guide.
- For students who struggle severely with attention, I will print off a copy of the study guide to give them after the review for them to study at home.

D. Resources

Daily Reflection Log

Lesson 1

Date: 11-4-2019

Today's lesson went pretty well. For the first lesson of the unit on Canada, we didn't really learn any groundbreaking information. Instead, we filled out a map of Canada with the names of the provinces as well as the capital city of Canada. We also divided the provinces into four different regions and the students showed that on their maps by coloring the regions different colors. The students were very engaged when filling out the map and I think enjoyed learning the names of some of the provinces.

<p>Summary of Student Progress: Students learned the names of the provinces by filling out a map, and at the end, I had them turn the map over and try to remember as many provinces as they could and sort them into the correct regions. Many students struggled with this, but we will keep working to learn them.</p>	<p>Were Lesson Objectives Met?: Students were able to identify the different provinces on the map. They were not all able to sort each province into the correct regions.</p>
<p>Instructional Decisions: There were a few students gone so I will have to get them a map and have them fill it out at a later time. All students present were able to fill out the map, and will be able to use their maps to study the provinces and regions.</p>	<p>Include in Tomorrow's Lesson: In the next lesson, we will need to keep working on remembering which provinces go in which regions. I will plan some more activities for this as we move through the unit. I will also want to reference the map tomorrow when we talk about physical features and climate and how their location in Canada affect them.</p>

Lesson 2

Date: 11-5-2019

Today's lesson went well again. There was a lot of discussion with the students about physical features of Canada. At one point, one student asked if he could quickly do an internet search for a physical feature in Canada he had thought he'd heard of before that I didn't include in my lesson. This shows me that he was very engaged, as were many of the other students. I think some students were surprised to hear what types of physical features were shared between Canada and the United States. I think students were also surprised that in the lower part of Canada, the climate was actually not a lot colder than what we experience where we live. When it came to the worksheet, students worked quickly and most of them got it done within the time allowed to work in class. This tells me the students learned the information, and found it interesting enough to work quickly with.

<p>Summary of Student Progress: The students learned many of the basics about the physical features, climate, and natural resources of Canada. As we move through the rest of the unit, I will be connecting the information we learned today to more information we learn to keep building student knowledge.</p>	<p>Were Lesson Objectives Met?: The students scored an average of about 12.5-13 on the worksheets. Most students hit at about 85% accuracy. My objective was for all students to complete the worksheet at 90% accuracy so I will need to keep teaching the information from this lesson.</p>
<p>Instructional Decisions: All students discussed some of the physical features of Canada and were able to describe them. They also had a good grasp of the climate of Canada, which I believe comes from their prior knowledge on it. The information they seemed to struggle with was the natural resources found in Canada.</p>	<p>Include in Tomorrow's Lesson: Tomorrow's lesson is about the cultural geography of Canada. During the lesson, I will be sure to connect the cultural geography information to the physical geography information to keep building on the students knowledge, and hopefully give them a better understanding of both lessons.</p>

Lesson 3

Date: 11-7-2019

Today's lesson was the best one of the three so far. The students were engaged from the start and seemed generally interested in what we were talking about in the lesson. As I suspected, many students did not know very much about the culture of Canada, or the people from there. It seemed to be helpful to tie all of the cultural characteristics back to some of the physical characteristics to explain why the culture was the way it was. In further lessons into this unit, I will continue to connect new information we have learned about the map, and the physical and cultural geography.

<p>Student Progress Report: Students loved looking up information about famous Canadians and were surprised at how many they had actually heard of. I think students were also surprised to learn about what a big part immigration played in shaped the culture of Canada today. I think many students assumed anyone immigrating to North America would have gone to the United States instead of Canada.</p>	<p>Were Lesson Objectives Met?: Students were able to connect Canada's physical features to its cultural features to gain a better understanding of each. Students were also able to identify ten famous Canadians and write a short description about them.</p>
<p>Instructional Decisions: We have gone over quite a bit of information the past few days and I would like to make sure the students are gaining a good overall understanding of the information we are talking about, so tomorrow's lesson will include a short quiz over this information.</p>	<p>Include in Tomorrow's Lesson: Tomorrow's lesson will be a small review over some of the information we have already gone over about physical and cultural geography. This review will be done by taking a Quizziz quiz. When we go over this quiz I will want to make sure I pay close attention to the questions about natural resources to make sure students have learned this information. Tomorrow's lesson will also include a sorting activity with the provinces of Canada.</p>

Lesson 4

Date: 11-8-2019

Today's lesson did not go as well. Students did not perform as well on the Quizizz assessment as I thought they would. They also did not do as well on the Canadian province sorting activity as I had wanted them to. On both reviews, many students scored under 50%. I did give the students a worksheet to help them review the physical and cultural geography of Canada, and that should help them learn some of that information. Most students did much better on this with access to their notes and the textbook. For the provinces and regions, I will come up with another way for students to review these next week to try and get them down before the test over the map next week. I will encourage students to look at their maps to study over the weekend.

<p>Student Progress Report: The students did not do as well on the review quiz game or the province sorting quiz, however they did do well on the worksheet assignment they were given. I think the information they are learning will just need more practice as we go to really get it down and learn it.</p>	<p>Were Lesson Objectives Met?: The only objective that was met today was that the students were able to identify and define physical and cultural characteristics of Canada on the worksheet. Both the review quiz game and the province sorting activity did not yield the results I had desired from the student.</p>
<p>Instructional Decisions: The students did well on the worksheet, which tells me they are able to learn the information, they may just need more practice or a different approach to be more successful in learning it. Next week, I will try out a few different strategies to teach them the information.</p>	<p>Include in Tomorrow's Lesson: In the next lesson, I will be sure to connect some of the information they missed today to some of the information they were more successful with, as well as some of the new information we will be learning. I will also keep practicing learning the provinces with the students.</p>

Lesson 5

Date: 11-11-2019

I thought today's lesson went very well. There was a lot of great discussion going on all throughout the room. There were a few grouping issues which was my own fault for grouping those particular students together, but with only a little redirecting they were back on task. As the students rotated around to the questions posted around the room, I was really impressed at some of the conversation going on between group members. This carried over to the class discussion when the students were able to vocalize what they came up with for answers to the questions for the whole class. At one point, two groups had answers to a question that required the students to form an opinion. The two groups went back and forth some and both were able to defend the answer they put. I loved the depth that the students went to in completing this activity. We also completed an exit ticket at the end of class where students were required to list each province of Canada under the correct region it belonged to. It was still not perfect, but went much better than it did the previous time we did this.

<p>Student Progress Report: Students participated in great discussion, both in small groups, and in a whole group class discussion. Judging by the class discussion at the end, all students had a pretty good understanding of the material we covered, and upon looking at the answers they wrote on their sheets, it appeared most students did. I thought the activity went well.</p>	<p>Were Lesson Objectives Met?: Students were able to answer the questions around the room as a group and used this small group discussion to dig deep in their thinking about the questions. Students were also able to satisfactorily participate in the class discussion to more fully show what they learned during the lesson. At the end, many students were able to place the correct provinces in the correct region much better than they did the last time we attempted to do so. As a whole, the students probably did not do well enough to say the objective was met yet.</p>
<p>Instructional Decisions: Based on what we learned today about Canada's history, and the depth the students showed on this subject matter, I will probably spend a little more time later on on the physical and cultural geography since they seemed to struggle more with that.</p>	<p>Include in Tomorrow's Lesson: Tomorrow's lesson will be about what Canada is like today, so I will try to relate many of the things we talk about the things the students learned today about Canada's history. There should be a natural progression from the past to the present that should help me in this transition.</p>

Lesson 6

Date: 11-12-2019

We covered a lot of information in the lesson today. The students really seemed like they handled it very well. The lesson was about what life was like in Canada today. We talked about the differences in daily life between the different regions of Canada, as well as their type of government and economy. What is beneficial about this lesson, is most of the information builds off of what we have already talked about and could be easily related to information from previous lessons. For example, Canada's economy is based largely on its availability of the natural resources we talked about in physical geography. The students really seemed to make some good connections by talking about the information in this way. I think the lesson today has been most beneficial of any lesson yet in terms of the amount of information the students seemed to comprehend. The students also had the opportunity at the end to submit questions they were unsure of to me to be answered during our review of the unit tomorrow. We did not get to the provinces quiz for today, but will go over that more in the review tomorrow.

<p>Student Progress Report: Because the students understood this lesson so well, they were also able to make connections to information they had previously learned, which strengthened their overall knowledge of this unit. This was very beneficial with the information we had struggled with earlier.</p>	<p>Were Lesson Objectives Met?: Students were able to describe daily life in Canada as well as Canada's political and economic systems. We were not able to get to the last objective which was to sort the provinces into the correct regions.</p>
<p>Instructional Decisions: Since the students grasped this so well and were able to make some great connections to what we learned previously to help clear up some of their misconceptions, the review can be more balanced tomorrow and not have to be all about reteaching a lesson over again.</p>	<p>Include in Tomorrow's Lesson: Tomorrow we will review the information we learned throughout the unit. One thing I must include tomorrow is a review of the names of each province as well as what region in Canada they belong to.</p>

Lesson 7

Date: 11-13-2019

This lesson went well and gave me a good idea of how well students are doing with the information we have learned in the unit. For the lesson, the class broke into groups and we played a review game, where the groups answered questions one at a time to see who could earn the most points. The students were very engaged and seemed to want to be the group that would win the game. The discussion that went on between groups was very good and showed that many students are really grasping on to what we are learning in class. After the review game, I had the students go to a website with map quizzes to take a quiz over the provinces of Canada. After the students first attempt, I asked them to show me the score they got. All students showed me their scores, and they were a little bit lower than I had expected, but still showed improvement from the last time they were asked to fill out a map.

<p>Student Progress Report: After the review, the students proved that they are doing well with what we have covered in the unit, and I believe they are ready to be retested over it to see how they have improved from the pre-assessment.</p>	<p>Were Lesson Objectives Met?: Students were able to identify, list, and describe different aspects of Canadian physical geography, cultural geography, history, government, economy, province, and regions during the review. They were also almost all able to complete the Canada map quiz at about 90% accuracy.</p>
<p>Instructional Decisions: The class will be taking their post-test over the unit tomorrow. I believe all students are ready to take it and should improve from their scores on the pre-assessment.</p>	<p>Include in Tomorrow's Lesson: I will remind the students to study both the information and the map before the test tomorrow.</p>

Assessments

Pre-Assessment

Pretest- Students will take a twenty-five question multiple choice test on what will be covered in the unit. This will just be to see what they already know about Canada. The students will not be told anything about the test prior to it. Tests will be looked at and graded by the teacher.

On-going Assessment

KWL Chart- I will have students fill out a KWL chart before we start to see what they think they know about Canada and what they wonder about Canada. This will show me what they know, what they would like to learn, and any misconceptions they have about Canada.

Map of Canada- We will fill out a map of Canada together in class, which I will collect at the end. I will look at these maps to see that students were able to fill out the names of the provinces correctly, and divide them into the correct regions.

Exit ticket- This will be done on a sheet of notebook paper. Students will be asked to try and write down all of the provinces and sort them into the correct regions.

Worksheet- The worksheet will be a homework assignment that will cover what we talked about in the lesson on physical geography.

Famous Canadians Activity- This activity will be homework that will help the students better understand the cultural geography of Canada.

Quizizz quiz- This quiz will be done on the Quizizz website and will be over the information we covered in physical and cultural geography. We will go over each question as an entire class and then I will look through each students individual quiz to decide how I will proceed with instruction.

Province Review game- Students will attempt to identify a province that I select before another student they are against. The winner will continue against the next student while the other sits down. This will show what students are learning the provinces and what students need more work.

Worksheet- Students will complete a worksheet that applies what they have learned about Canada's physical geography and makes them use what they have learned by interpreting maps and graphs, and analyzing information.

Stations Group Activity- There will be five questions posted around the room and students will be divided into groups to answer them. The questions will be over Canada's history and how Canada came to be discovered, turned into a British territory, and then a country. Students will write their answers on a sheet of paper that I will collect and review what the students write down.

Google Form Questions- I will provide a Google form for students to ask any questions they still have over anything we have gone over, and will address those questions when we review in the next lesson.

Review game- During this game, students will be divided into groups and I will ask them questions about the information we have covered. Groups will earn points for correct answers and the winner will be determined at the end.

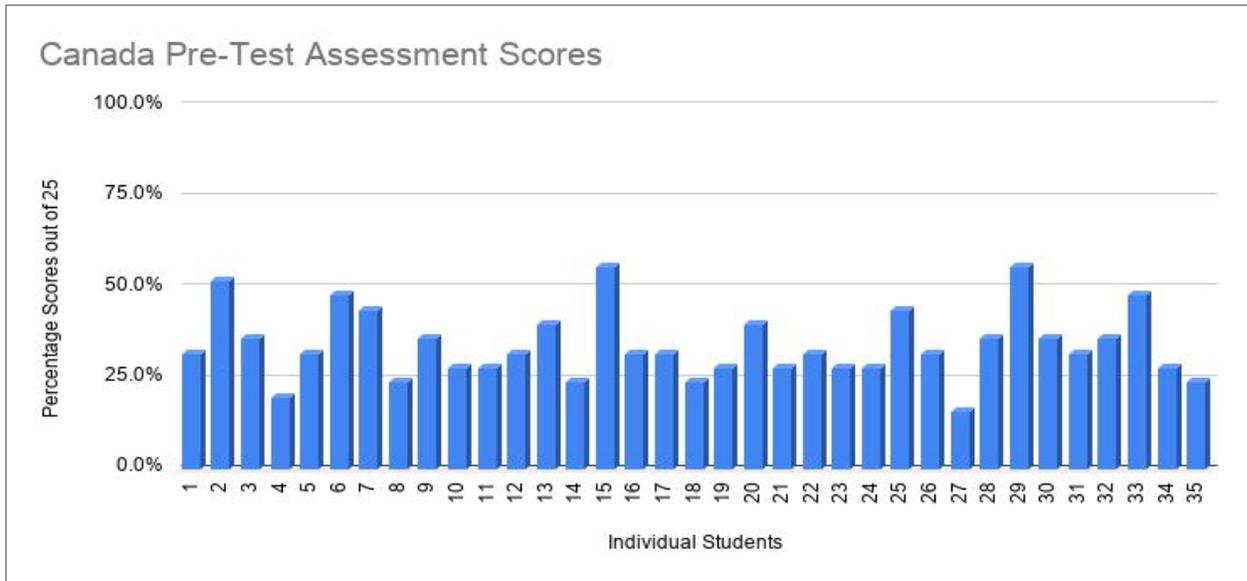
Provinces quiz- Students will complete the Canadian provinces quiz on lizardpoint.com. After they complete this quiz, I will write down their percentage score for what they receive.

Post Assessment

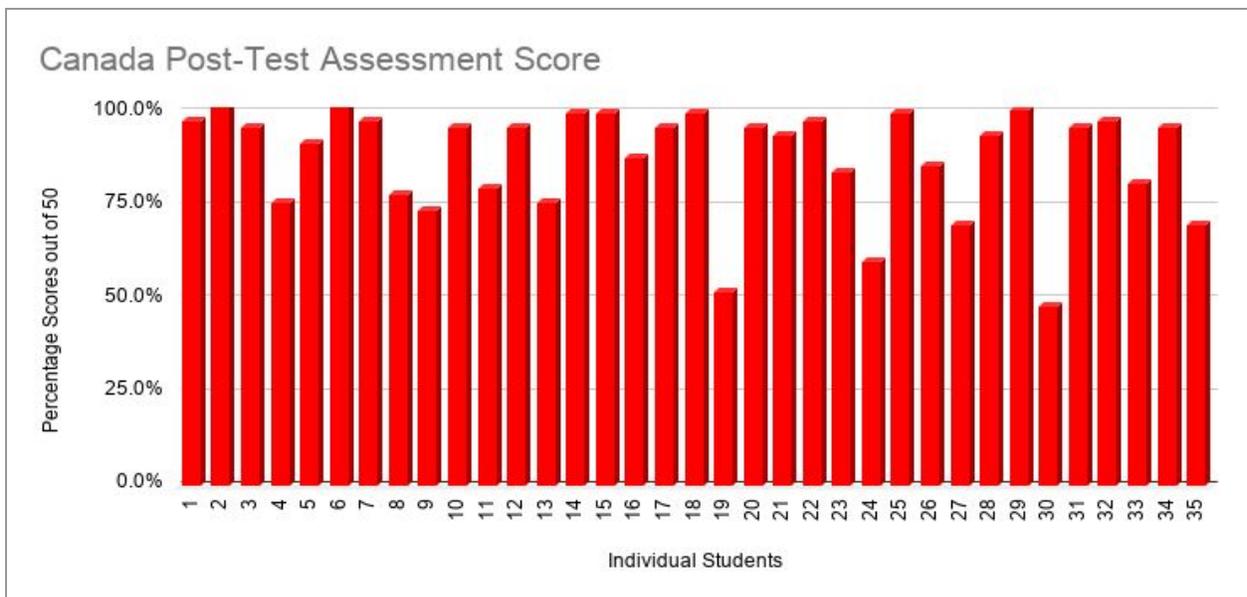
Post-test- Students will be tested to see what information they retained from the unit. The test will be an expanded version of the initial test that includes multiple choice, fill-in-the-blank, matching, and short answer questions along with a map of Canada the students will use to fill out the provinces.

Data Analysis

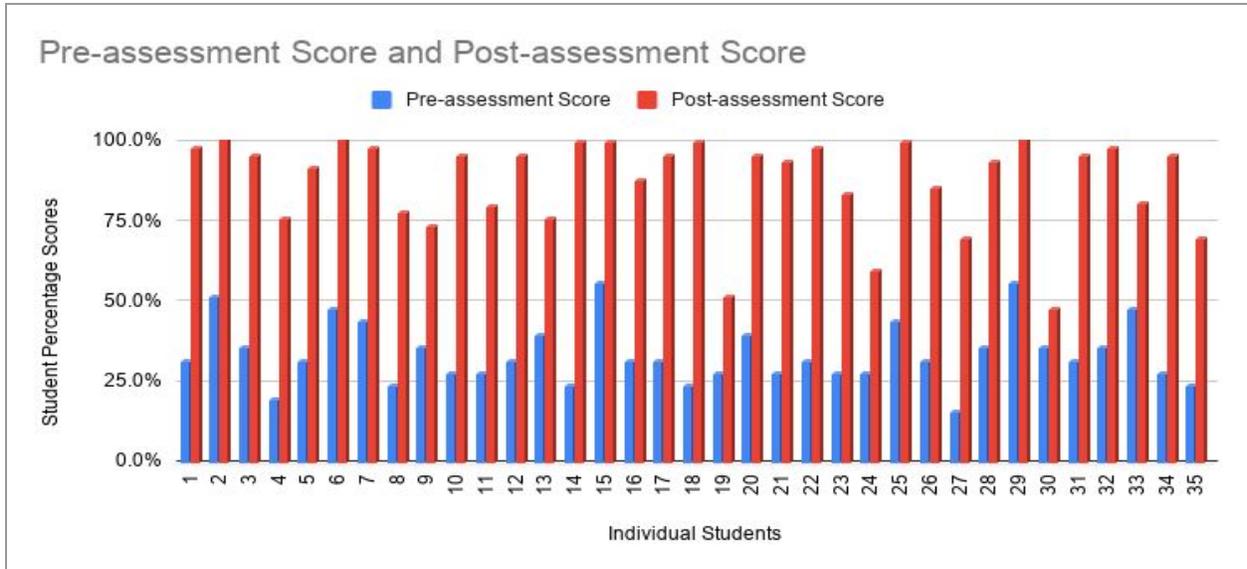
Individual students



Prior to teaching, I had the students take a pre-test. The pre-test consisted of twenty-five multiple choice questions. The results showed that on average, students knew 34.1% of the information we would be covering.



After teaching the unit, the students were asked to complete an expanded version of the pre-test, which included matching, multiple choice, fill-in-the-blank, and short answer questions, along with a map of Canada where they were asked to fill out the provinces. The class had an average score of 87.8%.



This chart shows the score for each individual student on both the pre-assessment and post-assessment and how they increased. The class average improved by 53.7%.

Whole Class



Before the unit, students completed a pretest on the information we would go over in our unit about Canada. The same test was expanded, and given to students again after the unit. The

students were tested on Canada's physical geography, cultural geography, history, government, economy, provinces, and regions. Students knew about 34% of the material on the pretest and increased to about 88% on the post-test. This is an average increase of about 54%. The objective of an average increase of 50% was met.

Recommendations

I taught a social studies unit over the country of Canada. I thought the unit went very well. One thing that stood out to me was how interested the students seemed to be about the differences between the United States, which students are very familiar with, and Canada. The students were very engaged in talking about what Canada is like and how it came to be that way. I really enjoyed the discussions we had about what Canada is like compared to the United States, as well as discussing misconceptions about Canada the students had previously.

Some challenges I found were those misconceptions students brought into the unit. At times, it was difficult to get students to relearn information they had originally believed they already knew. Some other difficulties had to do with technology. The Quizizz activity I tried did not work well right away, and many students struggled to get in. We did get it figured out however, and it went smoothly after that.

I stuck to the timeline I had throughout. When planning the lesson, I had originally planned to do two of the lessons I had in one, but when I looked at all the material I had, I decided to break it into two units. I thought I had a good amount of lessons, all with a good amount of information for students to take in and understand at one time. I thought the amount of information was spaced evenly between lessons.

I used multiple resources that were easily accessible during the lessons. My teacher helped me find some of the map quiz resources, like lizardpoint.com, as well as some of the activities done during the unit, like the Famous Canadians Activity. I use these resources to help with many of the ongoing assessments.

Summary of Student Progress

Example: Letter to Parents

Dear Parent or Guardian of Student,

My name is Parker Christeson, a student at Dakota State majoring in elementary education. This year, I have had the opportunity to student teach in your child's geography class. This experience has helped me grow as a teacher and has made me look forward to my future opportunities as an educator.

Early in November, I started teaching your child and the rest of the class a unit on Canada. We learned about physical, cultural, and historical aspects of the geography of Canada. When we began this unit, I was excited to teach it because I felt like I could really teach the class some important information about our neighbors to the North.

Before the unit, I set goals for what the students would be able to accomplish after I was done teaching. These goals included improving the class average on the exam by 50%, identifying provinces and major cities in Canada, identifying physical features in Canada, and explaining the basic government structure of Canada. The students took a pretest before I taught the unit, and during the unit I worked to teach the class and help the students fulfill the goals I had set for them. At the end of the unit, the students took a post-test to see if they were able to complete the goals and display the knowledge they gained.

The results were great! Every student improved their score on the post-test. The class as a whole improved their average score by about 54%. Your student did extremely well throughout the unit and proved it on the assessment. Your student's score improved from 24% on the pretest to 100% on the post-test, which is a 76% increase. Your student was also very active in participating in class discussions and activities, which is much appreciated. I have enjoyed having your student in class and appreciate their efforts in this unit.

Sincerely,

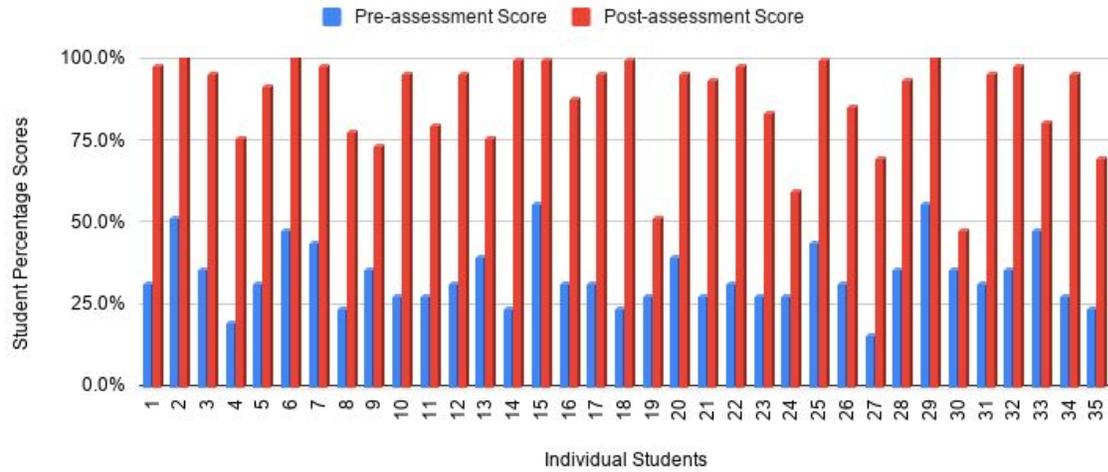
Example: Class Website



The seventh grade class has completed their geography unit over Canada. The students enjoyed the different activities as well as our class discussions about the country of Canada. The students learned about physical, cultural, and historical factors that helped shape Canada's geography into the country we know today. The students took part in many different activities to learn this information. One activity the students seemed to enjoy was our Famous Canadians activity, where they were asked to research different people who were born in Canada. The also enjoyed learning the provinces of Canada by using an online quiz game. Ask your child about it!

- Below are the results of pretest and post-test of the unit.
- All students improved their score from the pretest.
- The class average went from 34% on the pretest, to 88% on the post-test.

Pre-assessment Score and Post-assessment Score

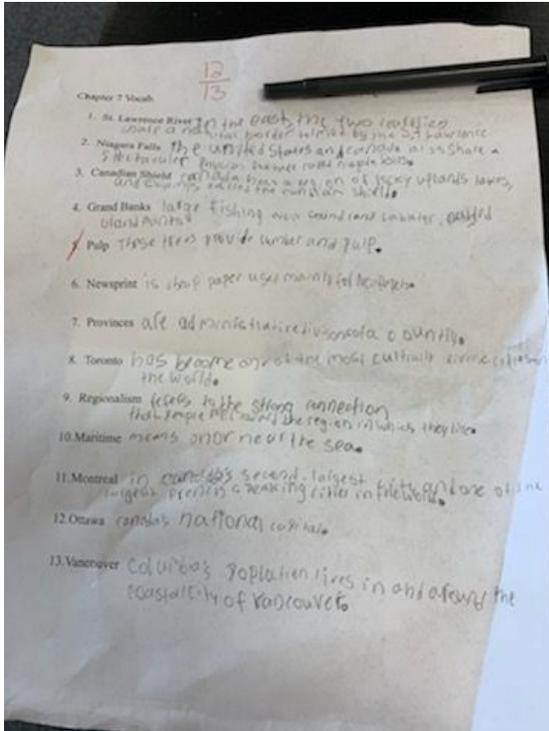


Student Work Samples

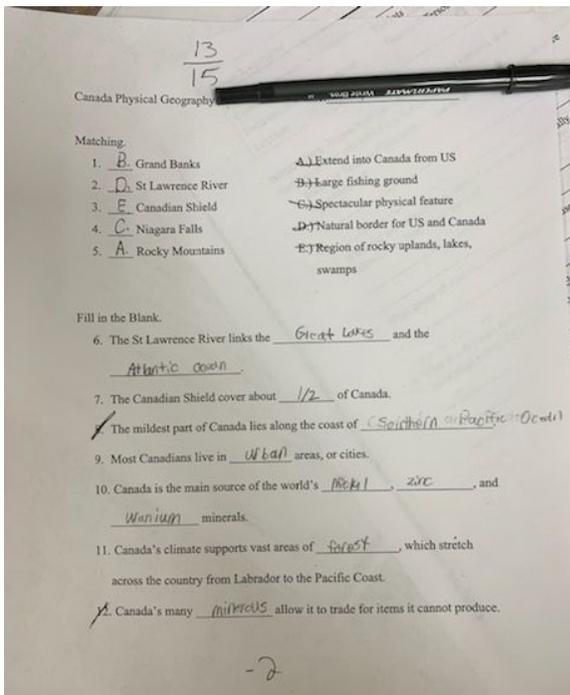
Map of Canada



Vocabulary Words from the Chapter



Physical Geography Worksheet



Famous Canadians Activity

Famous Canadians

Justin Bieber - Born in London, Canada
 10/10
 • Famous Singer/Songwriter
 • Some of his songs you may know
 • Sorry
 • What do you mean?
 • Baby
 • My Love
 • April Love
 • Avril Lavigne - Born in Belleville, Canada
 • Singer/Songwriter, actress
 • Avril's songs she wrote
 • others to start growing up
 • Slipped Away
 • Things I'll never say
 • Rock N Roll

Ryan Reynolds - Born in Vancouver, Canada
 • Actor, Canadian film producer, screenwriter, better known as "Deadpool"
 • Movie's Ryan has written/directed in
 • Deadpool
 • Deadpool 2
 • All Stars Bad Guy
 • Come over a Deadpool

Drake - Born in Toronto, Canada
 • Famous, well known rapper
 • Popular songs from Drake
 • Motivation
 • In My Feelings
 • God's Plan
 • Nonstop

Shawn Mendes - Born in Pickering, Canada
 • Canadian Singer/Songwriter
 • "Shawn's songs are like a little bit of Justin Bieber and I can't have you"
 • Justin Bieber
 • Shawn Mendes

Jim Carrey - Born in Monmouth, Canada
 • Actor, comedian, writer, artist
 • Movies he's played in
 • How the Grinch stole Christmas
 • Lemony Snicket's A Series of Unfortunate Events
 • Bruce Almighty

Ryan Gosling - Born in London, Canada
 • Actor & Musician
 • Movies that Shawn Ryan Gosling
 • The Notebook
 • La La Land
 • Drive
 • The Place Beyond the Pines

Celine Dion - Born in Charlevoix, Canada
 • Famous as a singer
 • Celine's works
 • My Heart will go on
 • Because You Loved Me
 • Beautiful People
 • All by Myself

Michael J. Fox - Born in Edina, Minnesota
 • Actor
 • Famous movies
 • The Breakfast Club
 • Back to the Future
 • Back to the Future II

Penelope Anderson - Born in London
 • Actress
 • Movies in
 • Beautiful
 • Dark Shadows
 • Game of Thrones
 • Love, Simon

Stations Activity

1. Arrived in the late 1400s were the Europeans. The Vikings arrived in 1492.
2. The French develop a relationship of trade with the Native Canadians.
3. A majority stayed because of a few changes like they farmed land and prayed in the same churches.
4. They created a nation from sea to sea, by railroads.
5. Since farming was impossible, they hunted seals, whales, walrus, and other animals for food, clothes, and to raise themselves.

1. They developed a relationship of trade with each other.
2. A majority stayed because of a few changes like they farmed land and prayed in the same churches.
3. They created a nation from sea to sea, by railroads.
4. Since farming was impossible, they hunted seals, whales, walrus, and other animals for food, clothes, and to raise themselves.