

The University of Mississippi School of Education
Written Unit Plan
Understanding by Design (UBD)

Unit Cover Page

*Refer to [SOE Annotated UbD](#) for leading questions to assist with planning. DELETE THIS LINE before submission.

Unit Title: Understanding Culture and population

Grade Level: 6th

Subject/Topic Areas: Social Studies

Key Words: Culture, Population, Migration, Community, and National Identities

Designed By: Katie Rickman

Length of Unit: 5 days

School District: Union County

School: New Albany Middle School

Summary of Unit:

In this unit students will be able to evaluate how places gain meaning, and be able to describe the characteristics and causes of human population changes and migration. Students will investigate how people bring meaning to places when they live in a location. Students will be able to explain how physical and human factors impact the population of a place.

Internet Resources

Day 1:

[The Concept of Place | A-level Geography | AQA, OCR, Edexcel](#)

Day 2:

[How Populations Grow and Change: Crash Course Geography #33](#)

Resources to be Printed
Cultural Identity Quiz Physical and Human Characteristic quiz

Contextual Information

Students in the Classroom

20 students, 8 girls, 11 boys, age range is 11-13

Socio-Economic Description

Out of 453 students there are 306 that receive free lunches. The average family income for the New Albany school district is \$63,535. There are many ways that I will accommodate students, but I believe that the best way for a teacher to do this is by making everyone feel equal. One way that teachers can help students and make accommodations for everyone is by providing material for all students, or if they have Ipads given to them by the school, which New Albany does, have their projects on the Ipads to save on the materials that would be used on a poster board or paper. In New Albany, there is one student in my class that is a diabetic, something that we do for her is make sure she is always feeling okay and that she has things that would help her such as a drink that keeps her body under control. There are so many things that teachers have to make accommodations for within their classroom, but making sure that every student feels equal is the most important part.

Achievement Levels

CLASS REPORT		2023-24 Benchmark 6th Grade Math				Year Round/Traditional 2nd Administration				MASTERY VIEW Predictive Assessments										
Assessment Items: 35		Assessment Results				Depth of Knowledge			Results for Each Reporting Category											
Period: 1 Total Scores: 20		Perc Corr	Proj Ach Lev	Proj Scale Sco	Sugg Marks	DoK 1 n=8	DoK 2 n=19	DoK 3 n=8	EE.1- 2 n=5	EE.3- 4 n=3	EE.5- 7 n=3	EE.8- 9 n=3	G.3 n=1	NS.1- 4 n=4	NS.5- 8 n=4	NS.9 n=4	RP.1- 2 n=4	RP.3 n=4	na n=	na n=
		51.4	3b	658	75-C	2	3	3	3	2	2	5	5	2	4	3	2	3		
		54.3	3b	660	76-C	2	4	3	3	1	4	4	5	5	4	3	1	3		
		25.7	2a	637	61-D	1	2	2	1	2	2	4	1	2	2	2	2	1		
		65.7	4	669	82-B	3	4	4	2	4	2	5	5	4	4	4	4	3		
		51.4	3b	658	75-C	2	4	3	3	2	2	4	1	3	5	3	2	3		
		62.9	4	667	81-B	4	4	2	4	2	2	4	5	4	3	4	4	3		
		42.9	3a	652	71-C	3	2	3	2	2	2	4	1	4	4	3	1	2		
		20.0	1b	629	58-F	1	1	2	1	1	2	1	1	2	3	3	1	1		
		45.7	3a	655	72-C	2	3	3	3	1	1	2	5	4	3	4	2	3		
		71.4	4	674	84-B	4	4	3	4	2	2	4	5	5	3	4	4	5		
		65.7	4	669	82-B	3	4	4	3	1	4	5	5	4	5	4	3	3		
		62.9	4	667	81-B	2	4	4	2	2	2	5	5	5	4	3	4	3		
		68.6	4	672	84-B	2	4	4	3	2	5	5	5	4	4	4	3	3		
		57.1	3b	662	78-C	4	4	2	2	4	2	2	5	3	4	4	4	3		
		60.0	3b	664	79-C	3	4	3	4	1	4	4	5	4	5	4	2	2		
		51.4	3b	658	75-C	2	4	3	3	1	4	2	5	3	5	3	2	3		
		65.7	4	669	82-B	3	5	2	4	2	2	4	5	3	4	5	4	3		
		71.4	4	674	84-B	3	4	5	3	2	5	5	1	5	5	4	2	4		
		65.7	4	669	82-B	3	4	4	3	2	5	4	5	5	4	3	2	4		
		62.9	4	667	81-B	3	4	4	3	1	4	5	5	4	4	4	3	3		

Community and School District

New Albany has a population of around 8,000 people and 453 are students at New Albany Middle School. New Albany is known for its vibrant downtown, rich arts and culture. New Albany is also known for their main street association where residents set up booths downtown to shop, eat, and socialize. The school district is also very good at communicating with parents about the students. Teachers are able to use an app where they can send out messages to parents about grades, events and other things happening in the school.

Typical Demeanor of Students

These students are not very interested in school and seem to find ways to get out of school. There are a lot of behavior problems with students, but part of that is their age. The class as a whole has no interest in learning about social studies, the main thing that they do is sit on their Ipads and try to play games. One thing

that I noticed with this particular group is that they are very harsh towards one another, they have a very negative attitude towards other peers and I think that this could be solved by taking away work on the Ipads.

Typical Interest and Involvement of Students

Most students in my class enjoy playing video games and making TikToks, they are older and that is something that their age range really enjoy doing. The most sports that are played are, basketball, football and volleyball. When asking students about their common interests they seem to be shy and quiet with their answers for me, so I know that there are more things that they did not want to share.

Students' Varied Approaches to Learning

My clinical instructor explained that students rather work in groups together rather than work alone. Most of their work for the class is projects that they do on the Ipads such as power points and pictures. In this class the students mainly read on their own and then do their projects alone, although they do sit in groups. In the classroom there seems to be a lack of creativity, but that could be from the age range in with the students.

Classroom Schedule

Each class is only 45 minutes long, the students normally come in and sit down while checking their canvas for the bell work. Once the bell work is done they go on their canvas and do their classwork for the day, which is normally just a reading that they do and answer some questions on the reading. After the students are done with their work they start on their project that is due later in the year.

Academic Supports and Enrichments

There are eight IEP students, 8 EL students, one 504 plan, and 20 gifted students in my class. New Albany does the Tier process at the end of the nine weeks, they check their grades at the end of the semester then determine whether they need to be moved up or down in the system. My CI does not have any students in the Tier system because he does social studies and New Albany only provides for ELA and math.

Stage 1 – Identify Desired Results

(Stage 1 completed once for the unit)

MS CCRS: <https://www.mdek12.org/OAE/college-and-career-readiness-standards>

Goal: Identify the overall goal (s) of the unit based on the Mississippi College and Career Ready Standards.

Students should understand the pattern in culture and the similarities within other cultures. Students also need to understand the physical factors that affect the population, such as water supply, climate change, shape of the land, vegetation, and natural resources.

SS.6.5

SS.6.6

SS.6.7

WR.6.2

What understandings are desired?

1. culture is patterned in that there are recognizable widespread similarities between people within a cultural group.
2. Physical factors that affect population density include water supply, climate, shape of the land, vegetation, soils, and availability of natural resources.
3. The push factors were what drove the immigrants from their country such as religious persecution, political oppressions and poverty.

Daily objectives: What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the standards. Label objectives with the DOK level of learning.

The students will:

1. describe the distinguishing physical and human characteristics of the United States and other countries. (DOK 2)
2. Investigate how people bring meaning to places when they live in a location (DOK 3)
3. Describe how places impact personal, community, national identities, and culture. (DOK 1)
4. Explain how place-based identities can create stereotypes. (DOK 1)
5. identify the spatial patterns of a population distribution and density.(DOK 1)
6. Explain how physical and human factors impact the population of a place (DOK 1)

7. identify major migration patterns in the United States and the world. (DOK 1)
8. Examine the push/pull factors that drive the major migration patterns of the United States and the world. (DOK 3)
9. Classify spatial patterns of settlement, including types, sizes, and models.(DOK 2)
10. Explain why some locations are more conducive for settlement than others.(DOK 1)
11. Describe the relationship between settlement patterns and the location of resources.(DOK 1)

Stage 2 – Planning Assessment

(Stage 2 completed once for the unit)

Performance Task(s):

Day 1: Create a venn diagram comparing and contrasting physical and human characteristics of the United States and other countries.

[Venn diagram example and rubric](#)

Day 2: Write a reflective paragraph on how their personal identity is influenced by the place they live. (Paragraph must be well throughout and written, at least 5 sentences.)

Day 3: Students will participate in a group discussion analyzing stereotypes related to different groups.

[Group discussion questions and rubric](#)

Day 4: Create a map showing the population distribution in the United States.

[Map rubric and example](#)

Day 5: Presentation on Cultural collage which includes all the work that has been done all week.

[Presentaion rubric](#)

Test/Quiz Item(s) and Other Traditional Assessments:

Cultural Identity quiz

[Cultural identity quiz](#)

Reflective paragraph

Physical and human characteristic quiz

[Physical and human characteristic quiz](#)

Informal Check(s):

Day 1: Exit slip- TSW write what they hope to learn this week.

Day 2: Exit slip- TSW write what they learned this day.

Day 3: Exit slip-TSW create a picture to tell about their culture.

Day 4: Exit slip-TSW write three fun traditions they do at home.

Day 5: TSW discuss in class what they took away from our lesson this week.

Academic Prompt(s):

How can we analyze stereotypes related to different countries?

Why do different countries have different cultures?

How do our identities mesh with the place that we live?

Stage 3 – Daily Lesson Plans

(Stage 3- attach lesson plans)

Make a calendar to outline the objectives taught each day, the activities/strategies used, and the assessments used. Next, attach a separate lesson plan for each day of your unit using the format on the following page.

STAGE 3: Daily Plans				
Monday	Tuesday	Wednesday	Thursday	Friday
TSW create a venn diagram comparing and contrasting characteristics of the U.S.	TSW write a reflective paragraph on how their identity is shaped by where they live	TSW talk in a group discussion analyzing stereotypes	TSW create a map showing the population distribution in a specific region	TSW present all of their work from the week to the class
Video clip on the concept of a place	Physical and human characteristic quiz	Video clip on how populations change and grow	Culture identity quiz	Class discussion on what the students learned this week
Exit Slip	Exit slip	Exit slip	Exit slip	

Daily Lesson Plan

Day: 1 Understanding Distinguishing Characteristics of the United States

1. Objectives:

Objective(s)	DOK Level	State Standard
(MS CCRS- Social Studies) Describe the distinguishing physical and human characteristics of the United States and other countries.	DOK 2	SS.6.5
(MS CCRS- Social Studies) Investigate how people bring meaning to places when they live in a location.	DOK 3	SS.6.5
(MS CCRS- Social Studies) Describe how places impact personal, community, national identities, and culture.	DOK 1	SS.6.5
(MS CCRS- Social Studies) Explain how place-based identities can create stereotypes.	DOK 1	SS.6.5

2. Materials (Online and Printed)

Item(s)	Quantity:
Paper	25
Ipad	25
pencil	25

markers	4 packs
computer	1
TV	1
Quiz printed	25

3. Opening:

Describe the hook:
TTW ask the students who have ever been to another state and if they can describe what made it different from Mississippi.

4. Learning Tasks (Procedures):

Be detailed enough that anyone could take this plan and teach students this content.

Time needed	What the teacher will be doing TTW...	What the students will be doing TSW...
10 minutes	TTW show the students a video on the concept of places	TSW watch the video
10 minutes	TTW ask the students if they have any questions on the video and ask their own questions	TSW ask and answer questions to engage in the video
5 minutes	TTW give the instructions for the venn diagram project that they do today and also explaining to the students that they will present all of their work from this week on Friday	TSW listen
25 minutes	TTW observe the students as they research for their project.	TSW research and create their venn diagram

5 minutes	TTW ask the students to write what they learned from their research on a sticky note	TSW write what they learned for the day
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5. Closure:

Closure:
TSW write down what they have learned from their reading and also tell the class some fun facts about some countries.
TTW ask the students what shocked them the most that they found in their research and other questions about the country that they selected for their venn diagram.

6. Assessment: How will students show that the objective was achieved? Complete for formal or informal - you don't need both.

When and how will you assess learning throughout the lesson? Select one by bolding the term formal or informal: Formal (projects, performance tasks, essays, quizzes, tests) Informal (discussions, questions, exit tickets, review activities)
Students will create a Venn diagram comparing and contrasting physical and human characteristics of the United States.

7. Differentiated Instruction:

* Enrichments and interventions should be some change in the **content** taught, the **process** in which the material is taught, or the **product** produced by the student.

Enrichment: What will you do to challenge students?
<u>Enrichment/Remediation/Accommodation:</u> To challenge the students I plan to have them do a venn diagram on 3 different countries.

Remediation (students struggling with this concept): What will you do to support/remediate learners?

Enrichment/Remediation/Accommodation: Remediation students need to list at least five things that is different in one country.

Accommodation (Students with IEPs): What will you do to accommodate students?

Enrichment/Remediation/Accommodation Students with accommodations will have a venn diagram already printed for them.

Teaching Strategies

Teaching Strategy: **Growth mindset**- A growth mindset is a strategy designed to help students see the value of effort, persistence and risk in trying new things and learning new concepts. It focuses on praising students when they try new methods and/or embrace different perspectives on learning goals.

Daily Lesson Plan

Day: 2 Bringing Meaning to Places

1. Objectives:

Objective(s)	DOK Level	State Standard
(MS CCRS- Social Studies) Describe the distinguishing physical and human characteristics of the United States and other	DOK 3	SS.6.5

countries.		
(MS CCRS- Social Studies) Investigate how people bring meaning to places when they live in a location.	DOK 2	SS.6.5
(MS CCRS- Social Studies) Describe how places impact personal, community, national identities, and culture.	DOK 1	SS.6.5

2. Materials (Online and Printed)

Item(s)	Quantity:
lpad	25
paper	25
pencil	25
quiz printed	25

3. Opening:

Describe the hook:
TTW ask the students how their personal identity was formed because of where they live or how they grew up

4. Learning Tasks (Procedures):

Be detailed enough that anyone could take this plan and teach students this content.

Time needed	What the teacher will be doing TTW...	What the students will be doing TSW...
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<i>10 minutes</i>	TTW review what the students learned from yesterday by asking questions related from the video	TSW answer questions
<i>15 minutes</i>	TTW give out the quiz for the day	TSW take the quiz
<i>10 minutes</i>	TTW ask the students how the place they grew up effected them	TSW think and answer how their environment effected them
<i>10 minutes</i>	TTW ask the students to get in groups and share to each other how they grew up and how that changed them if comfortable.	TSW group up and begin a discussion on their up raising
<i>15 minutes</i>	TSW direct students to write a reflective paragraph on how the environment that they grew up in made them who they are	TSW write a reflective paragraph
<i>5 minutes</i>	TTW ask the students what they learned about themselves for this class time and ask them to write it on a sticky note	TSW write what they learned about themselves

5. Closure:

Closure:
TSW write eabout what they learned about themselves today by thinking back and analyzing how their up praising made them who they are.
TTW ask the students if they think that how they were raised and the environment they were raised in helped shape who they are today. TTW also ask the students if they think they were raised the complete opposite way if they would be a different person.

6. Assessment: How will students show that the objective was achieved? Complete for formal or informal - you don't need both.

When and how will you **assess** learning throughout the lesson?

Select one by bolding the term formal or informal:

Formal (projects, performance tasks, essays, quizzes, tests)

Informal (discussions, questions, exit tickets, review activities)

Students will write a reflective essay discussing how their personal identity is influenced by the places they live in.

7. Differentiated Instruction:

* Enrichments and interventions should be some change in the **content** taught, the **process** in which the material is taught, or the **product** produced by the student.

Enrichment: What will you do to challenge students?

Enrichment/Remediation/Accommodation: Students will write 2 paragraphs to challenge them and have them think deeper.

Remediation (students struggling with this concept): What will you do to support/remediate learners?

Enrichment/Remediation/Accommodation: Students will write their paragraph for the whole class period and have open access to the internet for help with spelling.

Accommodation (Students with IEPs): What will you do to accommodate students?

Enrichment/Remediation/Accommodation : Students will be able to come to my desk and ask for help on spelling and writing.

Teaching Strategies

Teaching Strategy: Culturally responsive teaching- Culturally responsive teaching links lessons and context with students' contemporary and ancestral cultures. Diverse classrooms require you to reach students with dramatically different backgrounds and/or different learning styles.

Daily Lesson Plan

Day: 3 Impact of Places on Identity

1. Objectives:

Objective(s)	DOK Level	State Standard
(MS CCRS- Social Studies) Identify the spatial patterns of population distribution and density.	<i>DOK 1</i>	SS.6.6
(MS CCRS-Social Studies) Explain how physical and human factors impact the population of a place.	DOK 1	SS.6.6
(MS CCRS-Social Studies) Identify major migration patterns in the United States and the world.	DOK 1	SS.6.6
(MS CCRS-Social Studies) Examine the push/pull factors that drive the major migration patterns of the United States and the world.	DOK 2	SS.6.6

2. Materials (Online and Printed)

Item(s)	Quantity:
paper	1
pencil	1
lpad	1

3. Opening:

Describe the hook:
TTW ask the students to define stereotype

4. Learning Tasks (Procedures):

Be detailed enough that anyone could take this plan and teach students this content.

Time needed	What the teacher will be doing TTW...	What the students will be doing TSW...
10 minutes	TTW ask students about the stereotypes that they know of and most commonly hear	TSW explain the different type of sterors that they normally hear about
10 minutes	TTW show a video on different stereotypes in the world	TSW watch the video
30 minutes	TTW put the students into groups so thwy can talk about different stereotypes around the world and analyze them. TTW walk around and get in on some conversations with the students while asking questions about the research.	TSW research stereotypes around the world and talk about them in their group

5 minutes	TTW ask the students to put all of materials away and get a piece of paper to draw their culture.	TSW draw a picture of what their culture is and means to them
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5. Closure:

Closure:
TSW draw a picture of what their culture is and what it means to them
TTW ask the students questions such as: “Why do other countries do things differently from America?” “What makes a place unique?” “How could America expand its culture?”

6. Assessment: How will students show that the objective was achieved? Complete for formal or informal - you don't need both.

When and how will you assess learning throughout the lesson? Select one by bolding the term formal or informal: Formal (projects, performance tasks, essays, quizzes, tests) Informal (discussions, questions, exit tickets, review activities)
Students will analyze stereotypes related to different regions and present on how these stereotypes are formed.

7. Differentiated Instruction:

* Enrichments and interventions should be some change in the **content** taught, the **process** in which the material is taught, or the **product** produced by the student.

Enrichment: What will you do to challenge students?
<u>Enrichment/Remediation/Accommodation</u> : Students will be able to make their own questions for the group to discuss

Remediation (students struggling with this concept): What will you do to support/remediate learners?

Enrichment/Remediation/Accommodation: Students in remediation will be put in the same group with teacher and talk about their thoughts.

Accommodation (Students with IEPs): What will you do to accommodate students?

Enrichment/Remediation/Accommodation : Students will not have to present their discussion to the class who are not willing to share.

Teaching Strategies

Teaching Strategy: Cooperative learning- Group work is a cooperative learning strategy that allows students with various learning levels to work together. By encouraging them to express their own ideas and listen to others' ideas as a group, you help students develop communication and critical thinking skills. Examples include solving math puzzles together, performing skits as a team or working on group presentations.

Daily Lesson Plan

Day: 4 Unpacking Stereotypes

1. Objectives:

Objective(s)	DOK Level	State Standard
(MS CCRS-Social Studies) Identify the spatial patterns of population distribution and density.	<i>DOK 1</i>	SS.6.6

(MS CCRS-Social Studies) Explain how physical and human factors impact the population of a place.	<i>DOK 1</i>	SS.6.6
(MS CCRS-Social Studies) Identify major migration patterns in the United States and the world.	<i>DOK 1</i>	SS.6.6
(MS CCRS-Social Studies) Examine the push/pull factors that drive the major migration patterns of the United States and the world.	DOK 2	SS.6.6

2. Materials (Online and Printed)

Item(s)	Quantity:
printed map	25
paper	25
pencil	25
pack of markers	25

3. Opening:

Describe the hook:
TTW show a map to the students and we will guess which state has the biggest population and which state has the smallest. TTW then look up the states to give the write answer to the students

4. Learning Tasks (Procedures):

Be detailed enough that anyone could take this plan and teach students this content.

Time needed	What the teacher will be doing TTW...	What the students will be doing TSW...
<i>10 minutes</i>	TTW asks the students which state has the biggest population in the US. TTW ask the students which state has the smallest population	TSW give a guess on their answers then look up the correct answer on the internet
<i>15 minutes</i>	TTW show the students a map and show the difference in populations to the students.	TSW ask questions about the map and question the population in states.
<i>5 minutes</i>	TTW hand out an empty map and explain the the students that they are going to create their own map showing the population of each state in any way that they want.	TSW take the map and listen to directions
<i>25 minutes</i>	TTW assist the students while they work on their projects and help them in any way that they need	TSW ask questions about their project and work on the map
<i>5 minutes</i>	TTW tell the students to bring all of their work from the week to class tomorrow and be ready to present their work to the class. TTW tell the students any work that is not completed is homework for the night	TSW listen to instruction
<i>5 minutes</i>	TTW ask the students to clean up their work and get out a sticky notes to write three traditions they do at home.	TSW clean up their spot and write their exit ticket

5. Closure:

Closure:

TSW write three fun traditions that they do in their home.

TTW ask the students to calculate the population of random cities in states. TTW ask the students which state has the best population for them. TTW ask the students which state they would like to live in based off of the population.

6. Assessment: How will students show that the objective was achieved? Complete for formal or informal - you don't need both.

When and how will you **assess** learning throughout the lesson?

Select one by bolding the term formal or informal:

Formal (projects, performance tasks, essays, quizzes, tests)

Informal (discussions, questions, exit tickets, review activities)

Students will create a population density map of a selected region and present their findings to the class.

7. Differentiated Instruction:

* Enrichments and interventions should be some change in the **content** taught, the **process** in which the material is taught, or the **product** produced by the student.

Enrichment: What will you do to challenge students?

Enrichment/Remediation/Accommodation: Students will make their find the cost of living in these states.

Remediation (students struggling with this concept): What will you do to support/remediate learners?

Enrichment/Remediation/Accommodation : Students will be provided a map with the number population on the map.

Accommodation (Students with IEPs): What will you do to accommodate students?

Enrichment/Remediation/Accommodation : Students will have their own map that they can color using shades that ranges with the population.

Teaching Strategies

Teaching Strategy: Game- based learning- If you want to help students become more excited about learning, consider developing and implementing educational games and/or challenges, whether in-person or online. These games can inspire children, especially kinesthetic learners, to participate more fully in the learning process, as well as keep them motivated and focused on their class lessons. This teaching strategy can also help them solve problems and reach a goal.

Daily Lesson Plan

Day: 5 Population Distribution and Density

1. Objectives:

Objective(s)	DOK Level	State Standard
(MS CCRS-Social Studies) Classify spatial patterns of settlement, including types, sizes, and models.	<i>DOK 2</i>	SS.6.7
(MS CCRS-Social Studies) Explain why some locations are more conducive for settlement than others.	<i>DOK 1</i>	SS.6.7
(MS CCRS-Social Studies) Describe the relationship between settlement patterns and the location of resources.	<i>DOK 1</i>	SS.6.7

2. Materials (Online and Printed)

Item(s)	Quantity:
Ipad	1
Paper	1
pencil	1
marker	1 pack

3. Opening:

Describe the hook:
TTW ask which students want to go first to present their work on culture from the week

4. Learning Tasks (Procedures):

Be detailed enough that anyone could take this plan and teach students this content.

Time needed	What the teacher will be doing TTW...	What the students will be doing TSW...
10	TTW ask the students how they want to do the order of presentations	TSW choose how they want to do the presentation and order of who goes first
35 minutes	TTW calm the class down and allow everyone to get ready for their presentations and present all of their work for the week.	TSW present their projects from the week and respect other students while they present
10 minutes	TTW ask the students what they learned throughout the week and how this has changed their view on the world	TSW answer the teachers question and participate in a class discussion

<i>5 minutes</i>	TTW ask the students to hand their maps up outside of the classroom for all students to see everyones work.	TSW hang their maps up outside of the classroom
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5. Closure:

Closure:
TTW ask the students what they have learned from the week and TSW participate in a class discussion.
TTW ask the students how this week has changed their perspective on the world abd difffrent countries around the world.

6. Assessment: How will students show that the objective was achieved? Complete for formal or informal - you don't need both.

When and how will you assess learning throughout the lesson? Select one by bolding the term formal or informal: Formal (projects, performance tasks, essays, quizzes, tests) Informal (discussions, questions, exit tickets, review activities)
Students will create a population density map of a selected region and present their findings to the class.

7. Differentiated Instruction:

* Enrichments and interventions should be some change in the **content** taught, the **process** in which the material is taught, or the **product** produced by the student.

Enrichment: What will you do to challenge students?
<u>Enrichment/Remediation/Accommodation</u> : Students will be challenged to present in a way that inspires other students to get up and speak in front of the class.

Remediation (students struggling with this concept): What will you do to support/remediate learners?

Enrichment/Remediation/Accommodation : Remediate learners will be graded lower on their presentation as some of their work will look different.

Accommodation (Students with IEPs): What will you do to accommodate students?

Enrichment/Remediation/Accommodation : Students will present work to the teacher only in a separate time.

Teaching Strategies

Teaching Strategy: Formative assessment- A formative assessment is used periodically to monitor student learning incrementally. This can more effectively measure the process of learning as opposed to end-of-unit tests and can help you to improve your teaching methods throughout the year. Examples of this teaching strategy include self-evaluation exercises and summarizing a topic in multiple ways.

Learning Experience(s) in the unit that accommodate the developmental and individual needs of each learner in the group

In this unit the students are learning about culture and diversity all over the world. This whole week is dedicated to learning about religions and traditions that are used in places other than just America. The students also got to tell the teacher about their culture and traditions and this allows the teacher to get to know them more on a more personal level.

REMIND SENT TO PARENTS AT THE END OF THE WEEK:

Hey parents and guardians! This week we learned about different cultures and population, the students had an amazing week and worked so hard on all of their assignments. The grades will be posted from this week by Tuesday of next week. Hope everyone has a great weekend!