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| **Title:** Academic Language Lesson | **Subject/Course:** MGED 3015 |

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| **Topic:** Latitude and Longitude | **Grade:** 6th | **Designer(s):** Jordan Miller |

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| Mrs. McMillan’s classes had just started the history portion of their social studies curriculum, beginning with the Age of Exploration. The standard that she covered in history was about Prince Henry the Navigator and his School of Navigation. Started with a discussion about how the main explorers (Columbus, Da Gama, Magellan, etc.) set out to find new lands, even though they did not know exactly where the land was or where they were going. I used that idea to transition into talking about how we can use latitude and longitude and other map features to locate places on a map. This way, I could address the history while bringing up important content-specific academic language that tied it all together. |
| **Stage 1- Desired Results** |
| Established Goals: Students will understand the difference between latitude and longitude, as well as locate the Prime Meridian and the Equator and parts of a map. |
| Understandings:Students will understand how latitude and longitude can help us find locations on any kind of map where it is provided. | Essential Questions:How can we use latitude and longitude to find places on a map?How do the parts of a map help us locate places? |
| Students will know…LatitudeLongitudePrime MeridianEquatorCompass RoseScale | Students will be able to …Locate points of latitude and longitudeLocate the Prime MeridianLocate the EquatorLocate the Compass Rose and Scale on a map |
| **Stage 2- Assessment Evidence** |
| Performance Tasks:Correctly answer questions about latitude, longitude, the compass rose, map scale, Prime Meridian, Equator on both the Pre-Assessment and Post-Assessment. | Other Evidence:Find points on a map, given the latitude and longitude, in a class discussion setting with individuals finding each point. This requires knowledge of the cardinal directions and where the Equator and Prime Meridian are. |
| **Stage 3- Learning Plan** |
| Pre-assessment: students were given a short “quiz” to gauge how much they know about maps, latitude and longitude on the day before the lesson.Day of Lesson:1. Hook: discussion about Explorers and their lack of technology that far back in history, introduce the topic of latitude and longitude and parts of a map.
2. Students watch Latitude and Longitude BrainPop video.
3. Latitude and longitude game on the projector: students are given the points and they have to find where the lines cross. First a whole-class activity, then call individuals up to the board to find the point with the help of their classmates.
4. Discussion about other parts of a map and how they are helpful.

Post-assessment: Students are given the same “quiz” from the pre-assessment to show what they learned as opposed to what they knew before. |