**The Academy for Technology & the Classics**

**Lesson Plan Template**

**Unit One: Geography and Review**

**In a nutshell: This is the introductory unit for 9th grade NM History. We’ll go over some basic geography concepts and skills and cover the introductory chapter in the text. Basically, this unit is a quick review of the entire 7th grade curriculum. This pacing of this unit is more relaxed than those that come after, and is designed to allow the instructor ample time to get an idea of the basic skills of the students at the beginning of the school year.**

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| **Instructor’s name: Robert Mathis** | **Course/Grade: 9th Grade NM History** |
| **Week of: Unit One (@ 2 weeks)** | **Unit Name: Geography and Review** |

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| **NM Content Standards:**  I-A -- **New Mexico**: Analyze how people and events of New Mexico have influenced United States and world history since statehood.  II-B – Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.  II-D – Analyze how physical processes shape the Earth’s surface patterns and biosystems.  **Common Core Standards**   * [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. * [CCSS.ELA-Literacy.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. * [CCSS.ELA-Literacy.RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. * [CCSS.ELA-Literacy.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10/) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |

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| **Essential Question(s):**   1. **Knowledge - What is the basic geographical structure of the world, and how do we identify and locate things on a map?** 2. **What countries have claimed the land of New Mexico, and how did New Mexico become a Territory of the United States?** 3. **Why did it take New Mexico so long to go from a territory to a state?** 4. **What are some of the more notable people and events in New Mexico in the period before Statehood?** | **Connections (prior learning/prior knowledge):**   1. **Students should have had some of this curriculum already. If the pretests show an acceptable level of prior student knowledge, then the instructor may curtail or even skip this unit.** 2. **The students will be using the Continuous Assessment model for the entire 1st Semester, and will need to have an understanding of what they are doing and why they are doing it.** 3. **The historical information covered in the 1st chapter (Introduction) of the text is in the nature of a review of information, most of which has probably been covered in 7th and 8th grade. There will be no exam for this unit.** |
| **Student Outcomes**   1. **At the end of this unit the student will be able to list, identify, and locate the major continents and oceans of the world.** 2. **At the end of this unit the student will be able to find/identify specific locations on a map using latitude and longitude.** 3. **At the end of this unit the student will be able to place at least 40 of the states on a blank outline map of the United States.** 4. **At the end of this unit the students will be able to identify the key cultural and historical events that led up to the addition of NM as a state in the United States.** 5. **At the end of this unit the student will be able to identify and discuss a number of issues that were challenges to NM becoming a state in the United States.** 6. **At the end of this unit the student will be able to identify a number of pertinent vocabulary words and concepts that are covered in the material for this unit.** | **Resources/Materials**  **Teacher:**   * **Music for Writing Assessment** * **Worksheet – Internet Spy Network** * **Outline Maps (States)** * **GRi Worksheet** * **CF handout for Unit One**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Assessments/work taken for the Unit**  **Completion Grades**   1. **“Letter to Self”** 2. **Writing Assessment (Music)** 3. **Critical Facts Notebook Check** 4. **Latitude/Longitude Worksheet** 5. **GRi Completion**   **Daily Grades**   1. **Latitude/Longitude Worksheet** 2. **GRi Worksheet**   **Tests/Quizzes**   1. **Writing Assessment (Pretest)** 2. **50 States (Pretest)** 3. **CFQ** 4. **GRi Quiz** 5. **Sectional State Quizzes** 6. **50 State Test** |

**Post-Teaching Reflections on Lesson**

What went well?

1. 2013-14 -- The street map correlating intersections to Lat/Long Coordinates worked very well. I think it’s a keeper.

What needs to be improved? Why?

1. 2013-14 --Time was an issue during the initial semester of Instruction. For the second Semester I combined Units One and Two, and dumped a lot of the Geography. Hopefully this will improve instruction.

Strategies to consider for improving lesson:

1. 2013-14 -- The Music Writing assessment is very popular with the kids, but I wonder if it needs to be a whole class period? Maybe next year do a half class for the writing assessment and a half class for the geog assessment (or something else)? *(Combined the writing assessment (music) and the “Letter to Self” into a single class for 2nd Semester. Works better.*