

Learning Activity Template

Title: Population and Careers

Curriculum: 8th grade Earth Science and Careers

Grade-Level Span: 8th

PURPOSE:

To find the population centers in Minnesota and relate this information to the future job outlook for students in various fields

DESCRIPTION:

Students will go to the library media center and access the recommended websites listed on their instruction sheet to find the population centers/density areas in Minnesota. They will then use this information to select the area(s) in which they will pursue work in their chosen occupation(s).

ACTIVITIES	CURRICULUM STANDARDS	NETS PERFORMANCE INDICATORS
Access recommended websites for population data.	Strand V-B Social Studies Grades 7-12	Students use technology to locate, evaluate and collect information from a variety of sources.
Record this information by taking notes or printing out.		Students use technology tools to process data a report results.
Research their chosen occupation(s) as to location and future outlook. Pick the areas of Minnesota that will have openings for these positions.	Strand V-C Social Studies Grades 7-12	Students use technology resources for solving problems and making informed decisions.
Create and label a map showing these locations by using an outline map of Minnesota from a recommended website.	Strand I-C Science Grade 8	Students use technology tools to enhance learning, increase productivity and promote creativity.

TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

- Computer with access to internet and java enabled
- www.teraserver.microsoft.com
- www.minneapolisfed.org
- www.esri.com
- www.usgs.gov
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ASSESSMENT:

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible.)

→See attached Rubric

CREDITS (INCLUDING CONTACT INFORMATION):

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

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COMMENTS:

(Have you taught this learning activity before? What are the great ah-ha's/experiences you had?)

Map Grading Rubric

	Excellent	Acceptable	Needs Work
Deadlines	Student turns in map on the date due. 5	Student meets deadline within one day. 3	Map is more than one day late. 1
Required Content	Student includes all required information (cities, geographic features and countries) <i>and</i> some additional information. 15 13	Student includes all required information (cities, geographic features and countries). 12 10 8	Student does not include all required information. 6 3 0
Spelling, Accuracy	Student makes 3 or fewer spelling mistakes <i>or</i> locates 2 required pieces of information incorrectly. 10 9	Student makes few spelling mistakes and locates few required pieces of information incorrectly. 8 6	Student makes multiple spelling mistakes and locates many places incorrectly on map. 5 3 1 0
Neatness, Clarity	Labels are typed or printed neatly. Pictures are clear and pasted neatly. 10 9	Labels are typed or printed neatly. Pictures are pasted or taped but are somewhat poorer quality. 8 6	Labels are difficult to read and pictures are blurry, stapled or attached without care. 5 3 1 0
Creativity	Map is eye-catching. It presents information uniquely or includes content beyond required elements. 10 9	Map is eye-catching, presents information clearly. 8 6	Map is basic and meets the minimum requirements necessary to complete the project. 5 3 1 0

Map = _____

Profile = _____

Scavenger Hunt = _____

Total = _____

50

30

10

90