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| **Grade Level:** | | | 9 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 2 | **Week of:** | | Jan. 2-6, 2017 | | |
| **Unit Vocabulary:** | | | | North America, South America, Africa, Asia, Europe, Australia, Antarctica, Location, Place, Region, Human Enviroment Interaction, Location, longitude, latitude, tectonic plates, seismic activity, volcanic activity | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | lecture, research, group work, think pair share | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| No School Teacher Work day | | | | | | SSWG1 The student will explain the physical aspects of geography. | | | | | | | a. Describe the concept of place by explaining how physical characteristics such as landforms,  bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place. | | | | | b. Explain how human characteristics, such as population settlement patterns, and human  activities, such as agriculture and industry, can describe a place. | | | | | | c. Analyze the interrelationship between physical and human characteristics of a place. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
|  | | | | | | What do I need to do to be successful in Geography this year?  What are the 5 themes of geography? | | | | | | | How do we use those 5 themes to describe a place? How do they influence where we are? | | | | | How can human interaction with the enviromant influence geography? | | | | | | How do both physocal and human interaction help us describe a specific place? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
|  | | | | | | * discuss what we as a class think geography is | | | | | | | * Where are we? | | | | | * Where are you? | | | | | | * Revie pictures of places the are recognizable by man made structures | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
|  | | | | | | * What is geography? | | | | | | | * Where are you? If someone were to ask you where you lived how could you possibly describe it? | | | | | * Think of a place you are familiar with and using the 5 themes describe it. DON'T use it's name we will see if we can figure it out later! | | | | | | * Where am I? Pictures lable where thes places are. * Cram for quiz | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
|  | | | | | | * 5 basic ideas that geography is based on * Earths rotation, seasons, climates, elements of culture * Pretest Unit 1 | | | | | | | * Review major landforms and the earth’s surface and 5 themes of geography. * Apply these themes to where we are (school) * Continue labeling map | | | | | * review major landforms on the earth’s surface and apply the 5 themes to the world around them. * Continue labeling map | | | | | | * Quiz over earth's landforms Start labeling map of United States | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
|  | | | | | | * Syllabus, mapPPT, Book | | | | | | | * Book, PPT | | | | | * ipads/ chrome books, cell phones | | | | | | * Book, Map on wall, PPT | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
|  | | | | | |  | | | | | | |  | | | | | * process | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
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| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | |  | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | |  | ***Formative:*** | |  | | | | ***Formative:*** | | | Map Quiz 1 |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | | Get syllabus signed by Friday, Study map | | | | | | |  | | | | |  | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |