|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:**  |  9  | **Teacher/Room**: | Glazier  | / | 125 | **Course(s)/ Period(s):**  | 1 | / | 3 | **Week of:** | Jan. 23-27, 2017 |
| **Unit Vocabulary:**  | economic systyem,religion, rivers, population patterns, birth rate, death rate, migration patterns, colonization, and quality of life  |
| **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)**: |
| SSWG8 The student will describe the interaction of physical and human systems that haveshaped contemporary Canada and the United States.  | SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.a. Explain why the region is known as Latin America; include cultural reasons. | b. Describe the location of major physical features and their impact on Latin America.c. Describe the major climates of Latin America and how they have affected Latin America.d. Explain how geographic features and climatic patterns affect population distribution. | e. Analyze the impact of natural disasters and political instability on economic activity in LatinAmerica.f. Describe the various ethnic and religious groups in Latin America; include South America,Central America and the Caribbean, as well as major customs and traditions. | g. Analyze the impact of deforestation on Latin America and explain actions being taken.h. Explain how Latin American countries such as Brazil are developing their resources to compete in the global market and to improve industrial productivity.i. Analyze the impact illegal drug production and trade have on Latin America.  |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| How did the interaction of physical and human systems help shape the U.S. and Canada? | How do the interaction of phsical and human systems impac the development and shape of Latin America?  | What are the major physical features and climates of Latin America? | How have the migration of different ethenic groups impacted the development of Latin America? | How are Latin American countries using their resources to become more competitive in the world market? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| *
 | * Peruivian drawings
 | * go over map locations and different features of Latin America
 | *
 | *
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * work on labeling maps
 | * How do you explain things that do not seme to have a logical reason for happening?
 | * Lable Physical features of Latin America
 | * Get project ready to present
 | * Cram for quiz
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Present projects
* Introduction to South America
* Maps
 | * Students will work on project
 | * students work on projects
 | * Present Projects
 | * Quiz
* present projects
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * book, ppt, computer, cell phones
 | * book, ppt, computer, cell phones
 | * book, ppt, computer, cell phones
 | * book, ppt, computer, cell phones
 | * books, ppt, computer, cell phones
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * group stations
 | * Product- students will have a choice between different products to demonstrate learning
 | * Product- students will have a choice between different products to demonstrate learning
 | * Product- students will have a choice between different products to demonstrate learning
 | *
 |
| ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** |
| * high medium low
 | *
 | *
 | *
 | *
 |
| ***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 3 |
| ***Summative:***  |       | ***Summative:***  |       | ***Summative:*** |       | ***Summative:*** |       | ***Summative:*** |       |
| ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  |
|       |       |       |       |       |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
| Label maps and study | Label maps and study | Label maps and study | Label maps and study |       |
| **Resources and Reflective Notes:** |       |