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| **Grade Level:** | | | 9 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 3 | **Week of:** | | Jan. 17-20, 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 have shaped contemporary Canada and the United States.  a. Describe the location of major physical features and their impact on Canada and the United  States.  b. Describe the major climates of Canada and the United States and how they affect Canada and  the United States.  c. Explain the reasons for the population distribution in Canada and the United States. | | | | | | | d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.  e. Describe the ethnic and religious groups in Canada and the United States; include major  customs and traditions. | | | | | f. Analyze how transportation and communications improvements led to the growth of industry in  the United States and the consequences of such growth, especially environmentally, for both Canada and the United States. | | | | | | f. Analyze how transportation and communications improvements led to the growth of industry in  the United States and the consequences of such growth, especially environmentally, for both Canada and the United States. | | | |
| **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 did the interaction of physical and human systems help shape the U.S. and Canada? | | | | | How did the interaction of physical and human systems help shape the U.S. and Canada? | | | | | | How did the interaction of physical and human systems help shape the U.S. and Canada? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
|  | | | | | | * Project expecatations | | | | | | |  | | | | |  | | | | | |  | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
|  | | | | | | * What countries setteled North America? | | | | | | | * Intro to North America | | | | | * Get project ready to present | | | | | | * Cram for quiz and test | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
|  | | | | | | * Students will work on project | | | | | | | * students work on projects | | | | | * Present Projects | | | | | | * Map Quiz * Test Unit 1 * 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 | | | | | | * 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:*** | | | |
|  | | | | | | * 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:*** | | | |
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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 2 |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
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| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |