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| **Grade Level:** | | | 9 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 2 | **Week of:** | | Jan. 30 -Feb. 3, 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)**: | | | |
| SSWG6 The student will describe the interaction of physical and human systems that have  shaped contemporary Europe.  a. Describe the location of major physical features and their impact on Europe. | | | | | | b. Describe the major climates of Europe and how they have affected Europe.  c. Analyze the importance of Europe’s coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence. | | | | | | | d. Describe the various ethnic and religious groups in Europe and the influence of geography on those groups and their major customs and traditions.  e. Explain why Europe has a highly integrated network of highways, waterways, railroads, and airline linkages. | | | | | f. Analyze the impact of geography on Russia in terms of population distribution, trade, and  involvement in European affairs. | | | | | | g. Analyze the environmental issues associated with industrial and natural resource development  in Europe, including Russia. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How did the interaction of physical and human systems help shape Europe? | | | | | | How did the interaction of physical and human systems help shape Europe? | | | | | | | How did the interaction of physical and human systems help shape Europe? | | | | | How did the interaction of physical and human systems help shape Europe? | | | | | | How did the interaction of physical and human systems help shape Europe? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Periods of European History | | | | | | * Religion in Europe and how it influenced geography | | | | | | | * Chernobyl | | | | | * review overview | | | | | |  | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Intro to different periods of European History | | | | | |  | | | | | | | * What was the bigest man made disaster in Europe? | | | | | * Europ geography overview | | | | | | * Cram for quiz | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Introduction to Europe * Maps | | | | | | * students work on projects | | | | | | | * students work on projects | | | | | * students work on 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 5 |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **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:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |