|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | | 9 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 2 | **Week of:** | | March 6-12, 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)**: | | | |
| SSWG5 The student will describe the interaction of physical and human systems that have  shaped contemporary South Asia, Southeastern Asia, and Eastern Asia. | | | | | | SSWG9 The student will describe the interaction of physical and human systems that have  shaped contemporary Oceania, including Australia, New Zealand, and Antarctica.  a. Describe the location of major physical features and their impact on the region. | | | | | | | b. Describe the major climates and their impact on the region.  c. Analyze the impact isolation has had on the cultural and biological development of the region. | | | | | d. Describe the various ethnic and religious groups; include major customs and traditions.  e. Explain how the migration of diverse ethnic groups and available natural resources have  affected the economic and political development.  f. Explain why it was necessary for world governments involved in the exploration of Antarctica  to develop and sign the Antarctic Treaty of 1961. | | | | | | SSCG3 The student will demonstrate knowledge of the United States Constitution.  a. Explain the main ideas in debate over ratification; include those in The Federalist.  b. Analyze the purpose of government stated in the Preamble of the United States Constitution.  c. Explain the fundamental principles upon which the United States Constitution is based; include  the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How did the interaction of physical and human systems help shape Africa? | | | | | | How did the interaction of physical and human systems help shape Oceania? | | | | | | | How did the interaction of physical and human systems help shape Oceania? | | | | | How did the interaction of physical and human systems help shape Oceania? | | | | | | What are the fundemental principals for government? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Map review | | | | | | * Australia Review | | | | | | | * review countries/ contentents | | | | |  | | | | | |  | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * lable maps | | | | | | * lable maps | | | | | | | * Get with groups to present projects | | | | | * What do I need to go over? | | | | | |  | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Maps for final and label maps for final * Finish talking about Asia | | | | | | * Students will work on Review project | | | | | | | * students work on projects * Revew for quiz | | | | | * Present Projects * Review for final | | | | | | * Final for Geography * 5 fundemental principals of government | | | |
| **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:*** | | | |
|  | | | | | | * 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:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **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 7 |
| ***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:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |