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| **Unit:** Unit 1: Introduction to Geography and the World (Week 1, 5 Weeks)  |
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| **Unit Summary****Prerequisite**

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| Hours* 14 ½ Hours
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| Grades* Grade 7
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| This unit has six lessons, a unit project, and a unit test. The course is designed for seventh grade students. |

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| **Stage 1: Desired Results** |
| **Standards****CCSI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSI: Grades 6-8, Reading: History/Social Studies**Integration of Knowledge and Ideas7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.* RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**CCSI: Mathematics, CCSI: Grade 7, Mathematical Practice**The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.* 4. Model with mathematics.

**PA: Reading/English Assessment Anchors, PA: Grade 7 , Comprehension & Reading Skills**R.7A.1 Understand fiction appropriate to grade level.R7.A.1.1 Identify and apply the meaning of vocabulary.* R7.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.

R7.A.2.2 Identify and apply word recognition skills.* R7.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences

**PA: Reading/English Assessment Anchors, PA: Grade 7 , Fictional and Nonfictional Text**R7.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.* R7.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

**PA: Geography 2009, PA: Grade 7 , Geography**7.1. Basic Geographic Literacy* 7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.
* 7.1.7.B. Explain and locate places and regions as defined by physical and human features.

7.2. Physical Characteristics of Places and Regions* 7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.

**PA: Mathematics 2009, PA: Grade 7 , 2.4. Mathematical Reasoning/ Connections**Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:* 2.4.7.A. Draw logical conclusions and justify reasoning for conclusions within mathematical contexts.

**PA: Mathematics 2009, PA: Grade 7 , 2.5. Mathematical Communication**Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:* 2.5.7.B. Use appropriate mathematical language, notation, and representations, including numerical tables, expressions, and equations; including formulas, charts, graphs, and diagrams to explain and interpret results.

**PA: Mathematics 2009, PA: Grade 7 , 2.6. Statistics and Data Analysis**Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:* 2.6.7.B. Organize and display data using an appropriate data display, such as circle graphs, histograms, line graphs, double bar graphs, and stemand- leaf plots, Venn diagrams, tables, and charts.
* 2.6.7.C. Use numerical summaries to describe different sets of data.
* 2.6.7.E. Interpret trends and make predictions based on data displayed in a graph.

**PA: Science, Technology and Engineering 2010, PA: Grade 7 , 3.3. Earth and Space Sciences**3.3.A. Earth Structure, Processes and Cycles Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:* 3.3.7.A2. Explain land use in relation to soil type and topography.
* 3.3.7.A4. Differentiate among Earth’s water systems. Describe the motions of tides and identify their causes.
* 3.3.7.A6. MODELS/SCALES Locate significant geologic structures using various mapping representations. CONSTANCY/ CHANGE Describe changes in atmospheric conditions associated with various weather patterns. CONSTANCY/ CHANGE SCALE Describe geologic time as it relates to earth processes.

3.3.B. Origin and Evolution of the Universe* 3.3.7.B2. SCALE AND MEASUREMENT Identify a variety of instruments used to gather evidence about the universe. PATTERNS Describe repeating patterns in the Sun- Earth-Moon system and the positions of stars. SCALE Relate planetary size and distance in our solar system using an appropriate scale model.

**MD: Mathematics, MD: PreK - 8, Processes of Mathematics**A. Problem solving 1. Apply a variety of concepts, processes, and skills to solve problems* d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation

C. Communication 1. Present mathematical ideas using words, symbols, visual displays, or technology* a. Use multiple representations to express concepts or solutions
* e. Express solutions using pictorial, tabular, graphical, or algebraic methods
* g. Ask questions about mathematical ideas or problems
* h. Give or use feedback to revise mathematical thinking

D. Connections 1. Relate or apply mathematics within the discipline, to other disciplines, and to life* b. Identify mathematical concepts in relationship to other disciplines
* c. Identify mathematical concepts in relationship to life

PA: Geography – 7, Basic Geographic Literacy* **7.1.7.A:** Explain how common **geographic tools** are used to organize and interpret information about people,**places**, and **environment.**
* **7.1.7.B:** Explain and locate **places** and **regions** as defined by physical and **human features.**
* **7.2.7.A:** Explain the characteristics of **places** and **regions.**
* **7.2.7.B:** Describe the physical processes that shape patterns on Earth’s surface.
* **7.3.7.A:** Describe the human characteristics of **places** and **regions**using the following criteria:

 Population Culture Settlement Economic activities Political activities* **7.4.7.A:** Describe and explain the effects of the **physical systems** on people within **regions.**
* **7.4.7.B:** Describe and explain the effects of people on the **physical systems** within **regions.**
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| **Enduring Understandings*** Geography is used to explain the past, interpret the present, and plan for the future.

  | **Essential Questions*** What are the five themes of geography and how can they help us organize geographic information?
* How do geographic representations explain and organize information about people, places, and environment?
* What are the physical characteristics of place and how are they formed?
* What is climate and how is the climate of a place determined?
* What is culture and how does it shape the human features of places and regions?
* What are the pressing concerns and challenges the world is facing today?
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| **Content*** Five Themes of Geography
* The Tools of Geographers
* Physical Characteristics of Place
* Climate
* Human Characteristics of Place: Culture
* Global Trends and Issues
 | **Vocabulary**GeographyGeographer5 Themes of GeographyAbsolute locationRelative LocationGlobeScaleDistortionCompass RoseScaleKeyGridsRotationRevolutionEquatorPrime MeridianTropic of CancerTropic of CapricornPangaeaPlate TectonicsRidgesVolcanoesEarthquakeWeatheringErosionClimateWeatherHurricaneTyphoonsTornadoesLatitudeLongitudeParallelsPolitical MapPhysical MapPopulation DistributionPopulation DensityPush-Pull TheoryNatural ResourcesRaw MaterialRecyclable ResourceRenewable ResourceNonrenewable ResourceFossil FuelDeveloped NationsDeveloping NationsEcosystemAcid RainPollution Ozone LayerGlobal WarmingGreenhouse EffectHuman ResourceCapital ResourceCapitalInfrastructureNuclear EnergyHydroelectric PowerGeothermal Power |

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| **Stage 2: Assessment Evidence** |
| [**Assessment**](http://blendedschools-public.rubiconatlas.org/Atlas/Browse/StandardsDetail/View/Default?CurriculumMapID=214&UnitID=1239&YearID=2014&)**Assignment****Formative: Assignment (Unit Questions)****Test****Summative: Test****Quiz****Formative: Quiz****Summative: Map Quizzes****Performance Assessments****Worksheets****Discussion Board Posts/Blog****Formative: Discussion Board****Wiki Posts****Formative: Assignment** |

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| **Stage 3: Learning Plan** |
| **Learning Activities**

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| Direct Instruction* Lecture
* Compare and contrast
* Didactic questions (convergent, factual questions often begin with what/where/when/how)
* Guides for reading, etc

Indirect Instruction* Problem solving
* Inquiry
* Case studies
* Reading for meaning
* Reflective discussion
* Concept mapping

Interactive Instruction* Brainstorming
* Peer practice
* Peer discussion
* Tutorial groups

Independent Study* Computer-assisted activity
* Learning activity package
* Homework
* Unit Questions
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 | **Resources**Print* Documents
* Unit/Chapter Packet

Non Print* Computer
* Digital photos
* Websites
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