

Pillon updated: Geography Unit - extra activities

Content Area: **Social Studies**
Course(s):
Time Period: **October**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit teaches specific map skills that are necessary to understand the Geography of the world.

Enduring Understandings

Maps are representations of the world with different features, keys and purposes.

Knowing how to interpret a map is an important skill necessary to understanding the world in terms of physical, political and many other designated purposes.

Essential Questions

How do you read a map in order to understand it's intended purpose?

What features do all maps have in common?

Why are maps necessary and what function do they serve?

How do maps skills help us to understand the geographical features of the world, political boundries, or other purposes intended by the map designers?

Instructional Strategies & Learning Activities

Day 1 _____

Objective:

Students will identify the parts of a map, explain what a map is, and use a map index and grid to locate places.

Students will define and label on a map lines of latitude and longitude, the prime meridian, the equator, and the four hemispheres.

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Materials:

Textbook, Booklets

Assessment:

Answers and discussion

Day 2 _____**Objective:**

Students will practice plotting points on a map by using lines of latitude and longitude.

Materials:

Map scan or from smartexchange

Student copy of map – the interactive map from Social Studies Alive

“Hurricane Hunt”

“Hurricane Hunt” scan

Assessment:

-discussion

-student maps

Day 3 _____**Objective:**

Students will practice locating places on a map by playing latitude and longitude bingo.

Materials:

Bingo boards

Student maps

Chips

Location cards

“Lat/Long” handout

Assessment:

Bingo

Day 4 _____

Objective:

Students will review for an upcoming quiz.

Materials:

Message in a Bottle game board Longitude and Latitude cards 20 castaway markers (pennies, bingo chips)

Review Packet

Assessment:

Completion of game

Review Packet

DAY 5 _____

Objective:

Students will demonstrate their knowledge of latitude/longitude and the four hemispheres of the earth by taking a quiz.

Materials:

Quiz

Assessment:

-Results of quiz

-Review packets

Day 6 _____

Objective:

Students will use a political map of the United States to identify state capitals and abbreviations.

Materials:

-Red, White, and Blue Game Board

-Red and Blue Crayons

-State Capital Cards

Assessment:

-completion of board game

DAY 7 _____

Objective:

Students will be able to locate and identify the seven continents and the five oceans of the world.

Materials:

Textbooks

“World Continents and Oceans” handout

“The Whole Wide World” handout

Assessment:

-Student responses

-Completion of map

DAY 8 _____

Objective:

Students will use a map or a globe to identify the continent in which given places are located.

Materials:

Maps

Globes

Scavenger Hunt

Assessment:

-Completed Scavenger Hunt

-Class discussion/visual of locations

Day 9 _____

Objective:

Students will how to read and interpret different types of maps.

Materials:

“How-to” Map Packet

Assessment:

-completion of maps

Day 10 _____

Objective:

Students will participate in learning centers to practice locating and identifying continents and oceans.

Materials:

“Continent Snap” cards

Countries and Continents flash cards and globe/map

Countries and Oceans “Go Fish” cards and map

“Create a World Map” directions and art supplies

Direction cards for each center

Assessment:

-observation

-reflections

Day 11 _____

Objective:

Students will demonstrate their knowledge of the seven continents and five oceans and latitude and longitude by taking a test.

Materials:

Test

Assessment:

-test results

Integration of Career Readiness, Life Literacies and Key Skills

Students collaborate with peers and use technology for latitude and longitude.

TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g.,

2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Technology and Design Integration

Students use technology to locate points on a map.

CS.3-5.8.2.5.ED.4	Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
CS.3-5.8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Students need to use their language arts skills to communicate effectively.

CCSS.Math.Content.5.MD.A	Convert like measurement units within a given measurement system.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
LA.5.CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.5.CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.5.CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Differentiation

- - Understand that gifted students, just like all students, come to school to learn and be challenged.
 - Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
 - Consider grouping gifted students together for at least part of the school day.
 - Plan for differentiation. Consider pre-assessments, extension activities, and compacting the

curriculum.

- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Use of different resources to match the readiness levels of the students when working on the tasks listed in daily lessons.

Respond to students' needs for reteaching, reinforcing and extending learning.

Use of a variety of instructional strategies to engage students in learning.

Question prompts to promote student engagement.

Use discussion to promote collaboration among students

Integrate technology to offer varied learning experiences

Adjust instruction based on formative tasks/assessments

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

In class support and scaffolding based on individual IEP's.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per

month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit

Tests

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Task completion

Answers and discussions

Student Maps

Bingo

Quizzes

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Quizzes

Final Test

Instructional Materials

Textbook

Booklets

maps

reading resources

bingo/chips

location cards

Gameboards

Standards

CCSS.ELA-Literacy.RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.SL.5.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.