



**Unit Title:** Geography in the Middle East

**Enduring Understanding:** Geography Basic Skills

**Standards to Address in Unit:**

Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations.  
Use latitude and longitude to determine location.

**ASSESSMENTS:**

**Diagnostic:** Assess if students can locate key feature on map before instruction.

**Formative:** 3 minute pause, KWL, Mapping activities

**Summative:** Verbal Questioning of weekly objectives

**Essential Questions:**

What does it mean to be a global citizen?

**Objectives:**

1. What is expected of me as Global Citizen?

2. How do we describe location using absolute location?

3 How does location describe a place?

4. What is the difference between absolute and relative location?

5. Why is describing a place using exact terminology more helpful?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>STANDARD- EQ-VOCAB</b>	Participate, Respect, Global Citizenship, Expectations, Integrity, Academic Honesty	Equator, Prime Meridian, Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn	North, East, South, West, Northeast, Northwest, Southwest, South East	Cardinal and intermediary directions, absolute location, relative location	Hemisphere, latitude longitude
<b>Warm-up</b> Getting students ready to learn	<p><b>KWL:</b></p> <p>Know: What was your favorite thing you learned in Social Studies last year?</p> <p>Want to Know: What do you think we will learn this year?</p> <p>Learn: What was the most interesting thing you did over the summer?</p>	<p>*Review warm up sheets +Fire drill review</p> <p>*Discuss Standard and review opener</p>	<p>*Create name plaque to help us learn each other's name.</p> <p>*Discuss Standard and review opener</p>	<p>*Define Equator, Prime Meridian, Absolute location, relative location</p> <p>*Discuss Standard and review opener</p>	<p>*Copy standard, Objective and EQ from board</p> <p>*Locate Mumbai, New York, and Sydney Using Latitude and Longitude, Hemisphere, and relative location</p>

<b>Lesson</b> Releasing students to do the work	<p><b>*Teacher(s) Bio</b></p> <p><b>*Review of syllabus, classroom materials, school expectations, and tutorial opportunities</b></p> <p><b>*Survey: Student will complete a short “survey” to gage likes and dislikes</b></p>	<p><b>15 minute “AP talk”</b></p> <p><b>*Color coordinate activity</b></p>	<p><b>*Continue Mapping Activity</b></p> <p><b>OR</b></p> <p><b>15 minute AP talk</b></p> <p><b>OR</b></p> <p><b>Map longitude Latitude map activity</b></p>	<p><b>*Map longitude Latitude map activity</b></p> <p><b>OR</b></p> <p><b>*Enrichment Longitude latitude Activity</b></p>	<p><b>*Verbal map quizzes (for example what hemisphere is X in? etc)</b></p> <p><b>*4 corners game</b></p> <p><b>*Review of objectives of the week</b></p>
<b>Wrap-up</b> Helping students make sense of their learning	<p><b>*“Icebreaker” we will use a ball to introduce and engage students to others in class</b></p> <p><b>*3 minute pause: What did you learn today?</b></p>	<p><b>*3 minute pause: What did you learn today</b></p> <p><b>*Have students access if Standard was answered</b></p>	<p><b>*3 minute pause: What did you learn today?</b></p> <p><b>*Have students access if Standard was answered</b></p>	<p><b>*3 minute pause: What did you learn today?</b></p> <p><b>*Have students access if Standard was answered</b></p>	<p><b>*3 minute pause: what did you learn today?</b></p> <p><b>*Have students access if Standard was answered</b></p>