



Monday 08/19/2019	Tuesday 08/20/2019	Wednesday 08/21/2019	Thursday 08/22/2019	Friday 08/23/2019
		<b>Geography</b> <b>First Day</b> Students will be welcomed back to school. <b>Procedure</b> Introductions and getting to know you will be covered. REMIND, classroom policies, and procedures will also be reviewed.	<b>Geography</b> <b>Textbook day</b> Students will receive a letter to take home to introduce their parents to geography class and get their textbook. <b>Procedure</b> The Geography textbook "Exploring Our World" will be distributed and a textbook inventory will be completed, describing parts of the book, how to find vocabulary words, and general usage. <b>Assessment/Homework</b> Finish textbook inventory.	<b>Geography</b> <b>Textbook/Master list</b> Students will finish their textbook inventory by going over their answers and comparing them with a classmate's answers. After all correct information is reviewed, the "master list" of continents and oceans will be introduced. Seven continents and five oceans will be taught. <b>Assessment/Homework</b> Study spelling and names on the master list. <b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment.



Monday 08/26/2019	Tuesday 08/27/2019	Wednesday 08/28/2019	Thursday 08/29/2019	Friday 08/30/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Master list and map</b>	Students will receive a world map to label with the seven continents and five oceans from their master list.	Continents and oceans: locating places and finding regions.	<b>5 Themes of Geography</b>	<b>Continents and Oceans Quiz</b>
Students will review continents and oceans. They will label and correctly identify North America, South America, Europe, Asia, Africa, Australia/ Oceania, and Antarctica. The oceans include Atlantic, Pacific, Arctic, Indian, and Southern.	<b>Procedure</b> Students will continue their map work and color each continent differently according to a checklist. Students will then compare their maps to the maps in the book to see which maps are used for different reasons - political v. physical.	<b>Procedure</b> Students will review their maps and spelling of their labels with a partner. After that is completed, the continents will be compared by size and population. Various questioning will occur based on the numbers and data.	The five themes of geography will be introduced and explained: location, movement, human-environment interaction, place, and regions.	Students will take the continents and oceans quiz, assessing them on locations of places.
<b>Procedure</b> Students will receive a world map to label with the seven continents and five oceans from their master list.	<b>Assessment/Homework</b> Study map items	<b>Assessment/Homework</b> Study for map quiz.	<b>Procedure</b> The five themes of geography will be introduced and explained. Real-world examples will be provided for each theme to explain how these fit into students' lives. After that, we will review for the quiz on the SmartBoard.	<b>Procedure</b> Students will take the continents and oceans quiz. After the quiz, the students will define the word "hierarchy" and think about where they live from largest to smallest. Planet through home address.
<b>Assessment/Homework</b> Study map locations and spellings.	<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment. <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features.	<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment. <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features. <b>7.2.7.A</b> Explain the characteristics of places and regions.	<b>Assessment/Homework</b> Study for map quiz.	<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment. <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features.
<b>Standards</b> <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features. <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment.	<b>Reflection</b> .	<b>Reflection</b> .	<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment. <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features. <b>7.2.7.A</b> Explain the characteristics of places and regions.	<b>Reflection</b> .
<b>Reflection</b> .			<b>Reflection</b> .	



Monday 09/02/2019	Tuesday 09/03/2019	Wednesday 09/04/2019	Thursday 09/05/2019	Friday 09/06/2019
<b>Labor Day</b>	<b>Geography</b> Students will be able to answer "What is Geography" and brainstorm the uses of geography. <b>Procedure</b> Students will take notes off of the Smart Board introducing What is Geography? The definition and examples will be provided, incorporating the five themes of geography: location; place; environment; movement; and regions. Jobs of geographers and cartographers will also be taught. <b>Assessment/Homework</b> Essay question is to be answered on the back of their notes. <b>Instructional Strategies</b> s Individual <b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.A Explain the characteristics of places and regions. <b>Reflection</b> •	<b>Geography</b> Students will determine where we live from largest (planet) to smallest (address). <b>Procedure</b> Hierarchy will be reviewed. Students will determine where we live from largest (planet) to smallest (address). A picture example will be provided to the students, along with a chart to fill in with each of the places where we live. That information will then be placed on cut-outs of where we live and our continent, country, county, and town will have to be identified. <b>Assessment/Homework</b> notes <b>Instructional Strategies</b> s Individual <b>Standards</b> 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. <b>Reflection</b>	<b>Geography</b> <b>Fold-Up map</b> To further understand and visualize the information taught about hierarchy, each part of the hierarchy will be made into a foldable called a "fold-up map." <b>Procedure</b> Each part of the hierarchy will be made into a foldable called a "fold-up map." Students will be using scissors, colored pencils, glue, and the sheets provided to make their map. When folded correctly, they will have a visual of where we live and the order in which those items fall. Students can go from largest to smallest or smallest to largest to review. Google Earth will be used to find the students' home addresses. <b>Assessment/Homework</b> fold-up map <b>Instructional Strategies</b> s Foldable / Manipulative <b>Standards</b> 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	<b>Geography</b> <b>Study Guide</b> Review information that has been taught since the first day of school. <b>Procedure</b> A study guide will be provided to the students for their first chapter quiz. All previous information will be covered and reviewed on continents and oceans, five themes of geography, what is geography, and hierarchy. The students will start this in class and complete for homework. Quiz will be Tuesday. <b>Assessment/Homework</b> Study guide <b>Instructional Strategies</b> s Group / Partner <b>Standards</b> 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. <b>Reflection</b>



		<ul style="list-style-type: none"><li></li></ul>	<p>features.</p> <p><b>7.2.7.A</b> Explain the characteristics of places and regions.</p> <hr/> <p><b>Reflection</b></p> <ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>
--	--	--	---	--



Monday 09/09/2019	Tuesday 09/10/2019	Wednesday 09/11/2019	Thursday 09/12/2019	Friday 09/13/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Study Guide Review</b>	<b>Quiz</b>	<b>Directions</b>	<b>Map Skills</b>	<b>Map Skills</b>
Review information that has been taught since the first day of school.	Quiz today on continents, oceans, the five themes of geography, and getting to know your textbook sheet. After the quiz, Students will pick up information about latitude and longitude.	Cardinal and intermediate directions along with map scale will be introduced today. These are important factors of a map, which we are covering and will be used in the country that they create.	Latitude and longitude will be taught today. This continues with parts of a map and reading a map. Google Earth is the tool we will be using.	Students will be able to sharpen their atlas and location skills with today's lesson.
<b>Procedure</b> A study guide will be reviewed and the correct answers will be given to the students. I will then give them a pre-quiz on tomorrow's information.	<b>Procedure</b> Students will take the quiz.	<b>Procedure</b> Cardinal and intermediate directions along with map scale will be introduced today. Students will work in pairs reviewing N, S, E, W, NE, NW, SE, SW. Math will be incorporated when going over scale and rulers will be used to determine distance. These items are important to reading a map and creating their own map at the end of the unit.	<b>Procedure</b> After specific directions are given, students will be able to use Google Earth to find popular destinations. Latitude and longitude are also a part of their map that they will be creating for their cumulative project at the end of the quarter.	<b>Procedure</b> 1) Complete latitude and longitude review. 2) Google Earth will be used in the classroom to find landmarks with coordinates. The mobile lab will be utilized. After a brief question and answer session on Google Earth, students will explore various world landmarks and examine the latitude and longitude that goes along with that location.
<b>Assessment/Homework</b> Study guide; study for test.	<b>Assessment/Homework</b> none after the quiz	<b>Assessment/Homework</b> Finish questions started in class.	<b>Assessment/Homework</b> Latitude and longitude practice.	<b>Assessment/Homework</b> Google Earth sheets.
<b>Instructional Strategies</b> s Group / Partner	<b>Instructional Strategies</b> s Assessment s Individual	<b>Instructional Strategies</b> s Technology	<b>Instructional Strategies</b> s Technology	<b>Instructional Strategies</b> s Technology
<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment. <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features. <b>7.2.7.A</b> Explain the characteristics of places and regions.	<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment. <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features.	<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment.	<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment. <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features.	<b>Standards</b> <b>7.1.7.A</b> Explain how common geographic tools are used to organize and interpret information about people, places, and environment. <b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features.
<b>Reflection</b> •	<b>Reflection</b> •	<b>Reflection</b> •	<b>Reflection</b> •	<b>Reflection</b> •



Monday 09/16/2019	Tuesday 09/17/2019	Wednesday 09/18/2019	Thursday 09/19/2019	Friday 09/20/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Latitude and Longitude</b>	<b>Test Review</b>	<b>Test Review</b>	<b>Test Day</b>	Understanding of the seasons and why they change.
Students will learn how to find a specific coordinate using latitude and longitude.	Review: Latitude, longitude, Google Earth	Students will review for their assessment.	The students will take their test.	<b>Procedure</b>
<b>Procedure</b>	<b>Procedure</b>	<b>Procedure</b>	<b>Procedure</b>	Read pages 34-38 on the seasons. After reading (individually or as a class), Questions 1-3-4-5-6-7 need to be completed in their notebooks. #2 may be skipped. Students will gain an understanding of the seasons and why they change. Also how seasons are opposite depending on where one lives and that will be learned.
Students will be given the city of Tokyo, Japan, a map to use, and they will have to provide the steps of finding the city on a map. They will have to go through the process of finding the latitude, then longitude, then explain how to use the numbers on the side or the top of the map to get the coordinate.	A study guide will be passed out and students will have the opportunity to complete it in class and ask questions about it, if necessary. The test will be cumulative; directions, latitude and longitude, a world map, compass rose, and distortion. Using latitude and longitude in real life will also be covered. Students will brainstorm real-life uses or jobs that use latitude and longitude (i.e. military, sailors, meteorologists, NASA, etc.).	A study guide will be checked off and students will have the opportunity to correct it in class and ask questions about it if necessary. The test will be cumulative; directions, latitude and longitude, a world map, compass rose, and distortion will be covered. A review game will be played in preparation for the test.	The test will be cumulative; directions, latitude and longitude, a world map, compass rose, and distortion will be covered.	<b>Assessment/Homework</b>
<b>Assessment/Homework</b>	<b>Assessment/Homework</b>	<b>Assessment/Homework</b>	<b>Assessment/Homework</b>	None.
list of steps to find latitude and longitude	Complete study guide.	Study for the test.	None.	<b>Instructional Strategies</b>
<b>Instructional Strategies</b>	<b>Instructional Strategies</b>	<b>Instructional Strategies</b>	<b>Instructional Strategies</b>	s Assessment
s Individual	s Individual	s Individual s Group / Partner	s Assessment	<b>Standards</b>
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	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.	7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment.	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.B Describe the physical processes that shape patterns on Earth's surface.
<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>	7.2.7.A Explain the characteristics of places and regions.
• • •	• • •	• • •	• • •	7.1.7.B Explain and locate places and regions as defined by physical and human features.
				7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment.
				<b>Reflection</b>
				•







Monday 09/23/2019	Tuesday 09/24/2019	Wednesday 09/25/2019	Thursday 09/26/2019	Friday 09/27/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
Seasons review	Students will look at the layers of the earth and realize the crust is composed of landforms.	Students will be learning about natural disasters in groups. A selection of natural disasters will be featured and students will figure out their effects and if it could happen here in Pennsylvania or not. Reading and writing will be required for this group activity.	<b>Natural Disasters</b>	<b>Natural Disasters</b>
<b>Procedure</b> The seasons information will be reviewed and true/false questions will be asked for checking for understanding. Important numbers to remember will also be covered, such as 365 1/4, February 29, once every four, etc.	<b>Procedure</b> 2-1 Notes - the Earth's structure - core, mantle, crust, plate tectonics, weathering and erosion, natural disasters will be introduced.	<b>Procedure</b> Students will be placed in assigned groups and given the information that they need: a natural disasters packet and recorder. Students will take turns reading the pages by disaster. I will also read some to the students by jumping into their groups and assisting. After writing short summaries, they have to collectively decide if the given disaster could/could not happen in PA.	Students will be in groups to read about natural disasters and decide if they are capable of happening in PA. Each natural disaster will have its own description and picture that goes along with it. The students will be recording key facts and notes on a notetaker and checking off PA or not. At the conclusion of the lesson, a DVD called Forces of Nature will be shown featuring 3 of the natural disasters.	DVD called Forces of Nature will be shown featuring 3 of the natural disasters. - Earthquakes, volcanoes, and tornadoes. One of three essays will have to be completed based on the theme of the movie and how natural disasters affect settlement of people.
<b>Assessment/Homework</b> Seasons T/F. Make corrections following your diagram, important numbers to remember, and homework questions from yesterday.	<b>Assessment/Homework</b> 2-1 Reading Guide	<b>Assessment/Homework</b> Disasters recorder.	Continuation of yesterday...	<b>Procedure</b> Students will watch the movie and answer 1 of three essay questions.
<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Group / Partner	<b>Assessment/Homework</b> Disasters recorder.	<b>Assessment/Homework</b> Essay.
<b>Standards</b> 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.	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.B Describe the physical processes that shape patterns on Earth's surface. 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.	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.B Describe the physical processes that shape patterns	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.A Explain the characteristics of places and regions. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.A Explain the characteristics of places and regions. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement
<b>Reflection</b> • • •	<b>Reflection</b> • •			





	<ul style="list-style-type: none"><li></li></ul>	<p>on Earth's surface.</p> <p><b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions.</p> <p><b>7.4.7.B</b> Describe and explain the effects of people on the physical systems within regions.</p> <hr/> <p><b>Reflection</b></p> <ul style="list-style-type: none"><li></li><li></li><li></li></ul>	<ul style="list-style-type: none"><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul> <p><b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions.</p> <p><b>7.4.7.B</b> Describe and explain the effects of people on the physical systems within regions.</p> <hr/> <p><b>Reflection</b></p> <ul style="list-style-type: none"><li></li><li></li><li></li></ul>	<ul style="list-style-type: none"><li>• Economic activities</li><li>• Political activities</li></ul> <p><b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions.</p> <p><b>7.4.7.B</b> Describe and explain the effects of people on the physical systems within regions.</p> <hr/> <p><b>Reflection</b></p> <ul style="list-style-type: none"><li></li><li></li><li></li></ul>
--	--	--	---	--



Monday 09/30/2019	Tuesday 10/01/2019	Wednesday 10/02/2019	Thursday 10/03/2019	Friday 10/04/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Landforms/Water Introduction</b>	<b>Landforms/Bodies of Water Flashcards</b>	<b>Landforms/Bodies of Water Flashcards</b>	<b>Landforms/Bodies of Water Flashcards</b>	<b>Landforms/Bodies of Water Flashcards</b>
Students will be introduced to landforms and bodies of water by looking at real-life examples and then two diagrams to help decide if a feature is land or water and what the characteristics of that feature include.	Landforms and bodies of water identification. <b>Procedure</b> Landforms and bodies of water will be introduced. Students will be given a graphic of 26 different features and they will have to match up the landform or water feature to the definition and picture. Students' books, diagrams, and a Powerpoint will be used to assist what the features look like and can be located.	Create an understanding of the features that make up the surface of the planet with a student's interpretation of the feature. Group work and cooperation will be stressed. <b>Procedure</b> Students will be taking the landforms and bodies of water and creating flashcards in groups. Each group will be responsible for 5 items. On one side, a picture will be drawn; on the other three clues will be given about the feature. The class will have to guess what feature that is trying to be explained.	Create an understanding of the features that make up the surface of the planet with a student's interpretation of the feature. Group work and cooperation will be stressed. <b>Procedure</b> Students will be taking the landforms and bodies of water and creating flashcards in groups. Each group will be responsible for 5 items. On one side, a picture will be drawn; on the other three clues will be given about the feature. The class will have to guess what feature that is trying to be explained.	Students will present their work to their peers and the students will follow along by writing down their guesses on a sheet. <b>Procedure</b> PRESENTATIONS Students will be taking the landforms and bodies of water and creating flashcards in groups. Each group will be responsible for 5 items. On one side, a picture will be drawn; on the other three clues will be given about the feature. The class will have to guess what feature that is trying to be explained.
<b>Procedure</b> Landforms based on a PowerPoint slideshow and two different diagrams. The diagrams are important because students can model their countries from the diagrams. The students will also get a real-life example of the features, EX. Gulf of Mexico.	<b>Assessment/Homework</b> Recorder/definitions	<b>Assessment/Homework</b> flash cards	<b>Assessment/Homework</b> flash cards	<b>Assessment/Homework</b> Presentation will be graded.
<b>Assessment/Homework</b> Recorder	<b>Instructional Strategies</b> s Group / Partner	<b>Instructional Strategies</b> s Group / Partner s Presentation	<b>Instructional Strategies</b> s Group / Partner s Presentation	<b>Instructional Strategies</b> s Group / Partner s Presentation
<b>Instructional Strategies</b> s Individual	<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 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.B Describe the physical
<b>Standards</b> 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.	<b>Reflection</b> •			



	<p>characteristics of places and regions.</p> <p>7.4.7.A Describe and explain the effects of the physical systems on people within regions.</p>	<p>7.2.7.B Describe the physical processes that shape patterns on Earth's surface.</p> <p>7.4.7.A Describe and explain the effects of the physical systems on people within regions.</p>	<p>7.2.7.B Describe the physical processes that shape patterns on Earth's surface.</p> <p>7.4.7.A Describe and explain the effects of the physical systems on people within regions.</p>	<p>processes that shape patterns on Earth's surface.</p> <p>7.4.7.A Describe and explain the effects of the physical systems on people within regions.</p>
	<p>Reflection</p> <ul style="list-style-type: none"><li></li></ul>	<p>Reflection</p> <ul style="list-style-type: none"><li></li></ul>	<p>Reflection</p> <ul style="list-style-type: none"><li></li></ul>	<p>Reflection</p> <ul style="list-style-type: none"><li></li></ul>



Monday 10/07/2019	Tuesday 10/08/2019	Wednesday 10/09/2019	Thursday 10/10/2019	Friday 10/11/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Chapters 1 &amp; 2 Test</b>	<b>Chapters 1 &amp; 2 Test</b>	<b>Chapters 1 &amp; 2 Test</b>	<b>Create-A-Country</b>	<b>Create-A-Country</b>
Test Review	Test review.	Chapters 1& 2 Test today - 100 points. Read about the upcoming project info afterward.	Cumulative project - quarter 1	Cumulative project - quarter 1
<b>Procedure</b> Finish presentations. Students will receive their study guide covering parts of the Earth, seasons, solar system, natural disasters, land forms, and water features. They will start the study guide in class and finish the study guide for homework.	<b>Procedure</b> Students will have their study guide covering parts of the Earth, seasons, solar system, natural disasters, land forms, and water features checked. We will review and the students will have the opportunity to ask questions and play a review game with land forms and water features.	<b>Assessment/Homework</b> Come up with ideas for country.	<b>Procedure</b> The students will be working on their countries this week. There are multiple requirements for this project and this is one of my first assessments for my SLO. The students will be using latitude and longitude, political v physical maps, parts of a map, compass rose, and landforms/bodies of water to make their own country that represents something about who they are or their likes/interests. This project will take all week to complete with different steps each day to follow.	<b>Procedure</b> The students will be working on their countries this week. There are multiple requirements for this project and this is one of my first assessments for my SLO. The students will be using latitude and longitude, political v physical maps, parts of a map, compass rose, and landforms/bodies of water to make their own country that represents something about who they are or their likes/interests. This project will take all week to complete with different steps each day to follow.
<b>Assessment/Homework</b> complete study guide	<b>Assessment/Homework</b> study for chapter test	<b>Instructional Strategies</b> s Assessment	<b>Assessment/Homework</b> Create-a-Country	<b>Assessment/Homework</b> Create-a-Country
<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Individual	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 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. 7.2.7.B Describe the physical processes that shape patterns on Earth's surface.	<b>Instructional Strategies</b> s Project	<b>Instructional Strategies</b> s Project
<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 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. 7.2.7.B Describe the physical processes that shape patterns on Earth's surface.	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 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. 7.2.7.B Describe the physical processes that shape patterns on Earth's surface.	<b>Reflection</b>	<b>Standards</b> 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	<b>Standards</b> 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
<b>Reflection</b>				



	Reflection		characteristics of places and regions. 7.2.7.B Describe the physical processes that shape patterns on Earth's surface.	characteristics of places and regions. 7.2.7.B Describe the physical processes that shape patterns on Earth's surface.
			Reflection	Reflection



Monday 10/14/2019	Tuesday 10/15/2019	Wednesday 10/16/2019	Thursday 10/17/2019	Friday 10/18/2019
<b>Geography</b> Continue Create-A-Country <b>Procedure</b> The students will be working on their countries this week. There are multiple requirements for this project and this is one of my first assessments for my SLO. The students will be using latitude and longitude, political v physical maps, parts of a map, compass rose, and landforms/bodies of water to make their own country that represents something about who they are or their likes/interests. This project will take all week to complete with different steps each day to follow. <b>Assessment/Homework</b> finish draft <b>Instructional Strategies</b> s Project <b>Standards</b> 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	<b>Geography</b> Continue Create-A-Country <b>Procedure</b> The students will be working on their countries this week. There are multiple requirements for this project and this is one of my first assessments for my SLO. The students will be using latitude and longitude, political v physical maps, parts of a map, compass rose, and landforms/bodies of water to make their own country that represents something about who they are or their likes/interests. This project will take all week to complete with different steps each day to follow. <b>Instructional Strategies</b> s Project <b>Standards</b> 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	<b>Geography</b> Finish project. <b>Procedure</b> Students will finish their countries today. This is the last day that they will be on time. Countries are due by the end of their period. Each day it is late, it will be -10 points. <b>Instructional Strategies</b> s Project <b>Standards</b> 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. <b>Reflection</b>	<b>Geography</b> Start The Earth's Human and Cultural Geography. <b>Procedure</b> Students will be introduced to 30 words that make up Chapter 3 vocabulary - The Earth's Human and Cultural Geography. They will define the words alone first and then do an unscramble of the words on the SmartBoard. They will do this part as a class. <b>Assessment/Homework</b> vocab words <b>Instructional Strategies</b> s Individual s Group / Partner <b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities <b>Reflection</b>	<b>Geography</b> Re-introduce new vocab / environmental problems <b>Procedure</b> Review of all of the new vocab words will occur. Definitions will be highlighted and little pictures/symbols will be drawn on the sheet to help remember the new information. Chapter 2-4 will also be introduced. This is on environmental problems that tie into the new vocab words. <b>Assessment/Homework</b> 2-4 RG <b>Instructional Strategies</b> s Individual <b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities <b>Reflection</b>



regions. 7.2.7.B Describe the physical processes that shape patterns on Earth's surface.	processes that shape patterns on Earth's surface.			
Reflection	Reflection			





Monday 10/21/2019	Tuesday 10/22/2019	Wednesday 10/23/2019	Thursday 10/24/2019	Friday 10/25/2019
Geography	Geography	Geography	Geography	Geography
	Expose environmental issues related to population growth.	Expose environmental issues related to population growth.	Expose environmental issues related to population growth.	Answer: What is culture?
	<b>Procedure</b> The human interaction chart that goes along with 2-4 will be completed in note form and then the answers will be matched up from the textbook. Environmental problems will be identified, the problems they cause, and recommended solutions.	<b>Procedure</b> The population article 7 Billion and Counting will be read out loud in class. After reading it out loud, stations will be used to answer the coordinating questions that go along with the article. Population of the US, world, and the problems that come with increased population will be covered and discussed.	<b>Procedure</b> The population article 7 Billion and Counting will be read out loud in class. After reading it out loud, stations will be used to answer the coordinating questions that go along with the article. Population of the US, world, and the problems that come with increased population will be covered and discussed.	<b>Procedure</b> Students will be introduced to the eight elements of culture. Once we read the section, we will complete a culture match-up from a list and place them in the eight boxes where they belong. This chart will help with the upcoming lessons on trade/ imports/exports.
	<b>Assessment/Homework</b> Finish chart and reading guide.	<b>Assessment/Homework</b> article questions	<b>Assessment/Homework</b> article questions	<b>Assessment/Homework</b> Culture web.
	<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Read-Aloud s Stations	<b>Instructional Strategies</b> s Read-Aloud s Stations	<b>Instructional Strategies</b> s Individual s Group / Partner
	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
	<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>





Monday 10/28/2019	Tuesday 10/29/2019	Wednesday 10/30/2019	Thursday 10/31/2019	Friday 11/01/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
Answer: What is culture?	<b>Imports/Exports</b>	<b>Imports/Exports</b>	<b>Imports/Exports</b>	<b>Imports/Exports</b>
<b>Procedure</b> Students will be introduced to the eight elements of culture. Once we read the section, we will complete a culture match-up from a list and place them in the eight boxes where they belong. This chart will help with the upcoming lessons on trade/imports/exports.	Understand why we rely so much on other countries for everyday goods. <b>Procedure</b> Trade and global relationships will be covered by looking at imports and exports. Interdependence and globalization will also be covered.	Students will realize where specific everyday goods are produced and why we rely so much on other countries (especially Asian countries for our products). <b>Procedure</b> "The High Cost of Fashion" article from Junior Scholastic will be read and discussed. Locations of where clothes are made, working conditions, and environmental dangers will be covered. Students will be asked various questions based on if they care where their clothes come from, if working conditions are fair, and if they are bothered by how much workers get paid in other countries. We will also discuss the demands of the American worker.	Students will realize where specific everyday goods are produced and why we rely so much on other countries (especially Asian countries for our products). <b>Procedure</b> "The High Cost of Fashion" article from Junior Scholastic will be read and discussed. Locations of where clothes are made, working conditions, and environmental dangers will be covered. Students will be asked various questions based on if they care where their clothes come from, if working conditions are fair, and if they are bothered by how much workers get paid in other countries. We will also discuss the demands of the American worker.	Sample and find where students' shoes come from. <b>Procedure</b> Students will determine where their shoes come from, be able to locate those countries on a map, and decide why those countries are so far away. First, we will finish "The High Cost of Fashion" questions. Shoe experiment: students will have to identify where their shoes that day are coming from. A sample from each student will be taken and then math will be used to compute the results. We will also locate the countries on a map where the items are coming from and try to decide why they are coming from those countries.
<b>Assessment/Homework</b> Culture web.	<b>Assessment/Homework</b> Reading guide 3-3 Resources and World Trade.	<b>Assessment/Homework</b> Assessment questions.	<b>Assessment/Homework</b> Assessment questions.	<b>Assessment/Homework</b> Experiment questions and calculations.
<b>Instructional Strategies</b> s Individual s Group / Partner	<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Read-Aloud s Stations	<b>Instructional Strategies</b> s Read-Aloud s Stations	<b>Instructional Strategies</b> s Group / Partner
<b>Standards</b> 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.1.7.B Explain and locate places and regions as defined by physical and human features. 7.3.7.A Describe the human	<b>Standards</b> 7.1.7.B Explain and locate places and regions as defined by physical and human features. 7.3.7.A Describe the human	<b>Standards</b> 7.1.7.B Explain and locate places and regions as defined by physical and human features. 7.3.7.A Describe the human characteristics of places and regions using the following
<b>Reflection</b>	<b>Reflection</b>			



		<p>characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>	<p>characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>	<p>criteria:</p> <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>
		<p>Reflection</p>	<p>Reflection</p>	<p>Reflection</p>



Monday 11/04/2019	Tuesday 11/05/2019	Wednesday 11/06/2019	Thursday 11/07/2019	Friday 11/08/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Imports/Exports</b>	Test review - Study Guide	Test review - Study Guide	Test review.	Test.
Sample and find where students' shoes come from.	<b>Procedure</b> Study guide on 2-4 and Chapter 3. Students will receive their study guide for the unit on environmental issues, resources, culture, and imports/exports - world trade. They will complete this as much as possible in class and then complete the rest for homework.	<b>Procedure</b> Study guide on 2-4 and Chapter 3. Students will receive their study guide for the unit on environmental issues, resources, culture, and imports/exports - world trade. They will complete this as much as possible in class and then complete the rest for homework.	<b>Procedure</b> After checking off the study guide and making corrections, we will play a review game in order to prepare for the next day's test. Students will make their own teams and participate in "The Choice Is Yours."	<b>Procedure</b> Test - Chapter 2-4, 3. The test will be matching, multiple choice, short answer, a picture section, and essay.
<b>Procedure</b> Students will determine where their shoes come from, be able to locate those countries on a map, and decide why those countries are so far away. First, we will finish "The High Cost of Fashion" questions. Shoe experiment: students will have to identify where their shoes that day are coming from. A sample from each student will be taken and then math will be used to compute the results. We will also locate the countries on a map where the items are coming from and try to decide why they are coming from those countries.	<b>Assessment/Homework</b> Finish study guide.	<b>Assessment/Homework</b> Finish study guide.	<b>Assessment/Homework</b> Study for chapter test.	<b>Assessment/Homework</b> no assignment after the test
<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Assessment	<b>Instructional Strategies</b> s Assessment
<b>Standards</b> 7.1.7.B Explain and locate places and regions as defined by physical and human features. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.2.7.A Explain the characteristics of places and regions. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.2.7.A Explain the characteristics of places and regions. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.2.7.A Explain the characteristics of places and regions. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 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. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>



characteristics of places and regions using the following criteria: <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>				
Reflection				



Monday 11/11/2019	Tuesday 11/12/2019	Wednesday 11/13/2019	Thursday 11/14/2019	Friday 11/15/2019
<b>Veterans Day</b>	<b>Geography</b> <b>50 states / 50 capitals</b> Introduction to states and capitals. <b>Procedure</b> The new unit will start today on the USA and Canada. The USA states and capitals will be introduced. A master list will be made of all 50 states and their capitals in the students' notebooks. <b>Assessment/Homework</b> Start to review states and capitals; websites will be provided. www.sheppardsoftware.com <b>Instructional Strategies</b> s Individual s Technology <b>Standards</b> 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. <b>Reflection</b>	<b>Geography</b> <b>USA Regions</b> The USA map will be divided into four regions and how we proceed with the regions will be discussed today. <b>Procedure</b> The USA will be introduced in four regions: Northeast, South, North Central, West. Each region will have states that go along with the color coding - pink, orange, green, and yellow. The states will then be broken into two quizzes based on the regions. 50 states/50 capitals. Students will be able to use the SmartBoard and Sheppard Software for help. <b>Assessment/Homework</b> States and capitals review. <b>Instructional Strategies</b> s Individual s Technology <b>Standards</b> 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. <b>Reflection</b>	<b>Geography</b> <b>Computer Lab</b> Introduction to Sheppard Software and it's different levels of review. <b>Procedure</b> Students will go to the computer lab to be introduced to Sheppard Software. The website and how to navigate it will be covered. Online practice will be encouraged for both school time and home practice. <b>Assessment/Homework</b> states and capitals practice <b>Instructional Strategies</b> s Technology <b>Standards</b> 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. <b>Reflection</b>	<b>Geography</b> <b>Pink and orange map quiz</b> Map quiz - pink and orange states. <b>Procedure</b> Map quiz - pink and orange states. After the students take the quiz, the Midwest and West (yellow and green) will be the focus. <b>Assessment/Homework</b> Study for Quiz 2 yellow and green states. <b>Instructional Strategies</b> s Assessment s Individual <b>Standards</b> 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. <b>Reflection</b>





Monday 11/18/2019	Tuesday 11/19/2019	Wednesday 11/20/2019	Thursday 11/21/2019	Friday 11/22/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Quiz 2 review</b>	<b>Green and yellow map quiz</b>	<b>Test Review</b>	<b>States and Capitals TEST</b>	<b>Chapter 4 Vocabulary</b>
Quiz 2 Review: North Central and West	Map quiz - green and yellow states.	Test review 50 states/50 capitals	Students will be able to label and identify all 50 states and their capitals, spelling Pennsylvania and Harrisburg correctly.	Students will be introduced to the new vocabulary for the chapter.
<b>Procedure</b> States review - green and yellow states. Class flashcards will be reviewed and then they will visit stations in order to practice the states for the quiz. Each station will have something different to do - flashcards, computer, flip book, erasable cards.	<b>Procedure</b> Map quiz - green and yellow states. After the students take the quiz, the entire test review will be the focus.	<b>Procedure</b> States review - all states. Class flashcards will be reviewed and then they will visit stations in order to practice the states for the quiz. Each station will have something different to do - flashcards, computer, flip book, erasable cards.	<b>Procedure</b> Start test as soon as the students come in.	<b>Procedure</b> Students will get their tests back and then prepare their extra credit. After that, the vocab will be introduced through a think-pair-share activity. They will have 8-9 minutes for round 1, 3-4 minutes for round 2, and then they will return to their seats for sharing their answers.
<b>Assessment/Homework</b> Quiz 1 - study pink and orange states	<b>Assessment/Homework</b> Study for final test on all states and capitals.	<b>Assessment/Homework</b> Test tomorrow - 100 points Study how to spell Pennsylvania and Harrisburg.	<b>Assessment/Homework</b> 100 point test	<b>Assessment/Homework</b> vocabulary sheet
<b>Instructional Strategies</b> s Individual s Technology s Stations	<b>Instructional Strategies</b> s Individual s Stations s Technology	<b>Instructional Strategies</b> s Individual s Technology s Stations	<b>Instructional Strategies</b> s Assessment	<b>Instructional Strategies</b> s Group / Partner s Individual s Read-Aloud
<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 7.2.7.A Explain the characteristics of places and regions. 7.4.7.A Describe and explain the effects of the physical systems on people within regions.
<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b>	<b>Reflection</b> •



Monday 11/25/2019	Tuesday 11/26/2019	Wednesday 11/27/2019	Thursday 11/28/2019	Friday 11/29/2019
<b>Geography</b> <b>USA Physical Map</b> Students will be introduced to the main physical features of the USA and Canada. <b>Procedure</b> Map skills will be reviewed, including the compass rose and latitude/longitude. Finding the USA and Canada and their neighbors will happen and discuss the meaning of borders and boundaries. <b>Assessment/Homework</b> Physical Map <b>Instructional Strategies</b> s Individual s Technology <b>Standards</b> 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. <b>Reflection</b>	<b>Geography</b> Students will be exposed to the physical features of the USA and Canada by putting the features on map, matching the answers on the SmartBoard. Borders, boundaries, and the relationships between countries will be exposed. Chapter vocabulary will also be reviewed. <b>Procedure</b> Students will review the main physical features of the USA and Canada. The features will then be matched up to a list. They can use their books and maps to complete it. Google Earth will be cross-checked. <b>Assessment/Homework</b> map <b>Instructional Strategies</b> s Individual s Technology <b>Standards</b> 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. <b>Reflection</b>	<b>Geography</b> <b>Alaska DVD</b> Students will get to actually see the landscape and features of our largest state Denali will be shown, too. <b>Assessment/Homework</b> movie questions <b>Standards</b> 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. 7.4.7.B Describe and explain the effects of people on the physical systems within regions. <b>Reflection</b>	<b>Thanksgiving Day</b>	<b>Geography</b>



--	--	--	--	--



Monday 12/02/2019	Tuesday 12/03/2019	Wednesday 12/04/2019	Thursday 12/05/2019	Friday 12/06/2019
Geography	Geography	Geography	Geography	Geography
No School	No School	<p>Students will be exposed to the new chapter through vocabulary and concepts.</p> <p><b>Procedure</b> Read 4-1 and complete reading guide in groups. Students will partner read and complete the questions as they go. Physical geography is the main focus, incorporating map items from prior lessons.</p> <p><b>Assessment/Homework</b> Reading Guide</p> <p><b>Instructional Strategies</b> s Group / Partner s Read-Aloud</p> <p><b>Standards</b> 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.</p> <p><b>Reflection</b></p>	<p><b>USA / Canada Physical Geography</b></p> <p>Students will explore the connection between physical geography and where major cities are located.</p> <p><b>Procedure</b> Students will review 4-1 Reading Guide, which was on the USA and Canadas' physical geography. After that occurs, students will be examining the major cities of the USA and their locations. A map will be used and map observations will be made after the map is completed. The word megalopolis will be discussed and stressed. Incorporate sports to get kids thinking about major cities.</p> <p><b>Assessment/Homework</b> major cities map</p> <p><b>Instructional Strategies</b> s Individual</p> <p><b>Standards</b> 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.</p>	<p><b>4-2 Climate Zones</b></p> <p>The class will realize the correlation between climate zones and population distribution. +350 million vs. +35 million will be discussed.</p> <p><b>Procedure</b> Students will take notes on the climate zones of the USA and Canada. The variety of the climates will be discussed and emphasized. Climates go from Arctic to tropical. The reasons why there is so much variation will be stressed.</p> <p><b>Assessment/Homework</b> 4-2 Reading Guide</p> <p><b>Instructional Strategies</b> s Individual</p> <p><b>Standards</b> 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</p>



			<div>7.2.7.A Explain the characteristics of places and regions.</div> <div>7.2.7.B Describe the physical processes that shape patterns on Earth's surface.</div> <div>Reflection<ul style="list-style-type: none"><li></li><li></li><li></li></ul></div>	<div>on Earth's surface.</div> <div>Reflection<ul style="list-style-type: none"><li></li><li></li><li></li></ul></div>
--	--	--	--	--



Monday 12/09/2019	Tuesday 12/10/2019	Wednesday 12/11/2019	Thursday 12/12/2019	Friday 12/13/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Ch. 4 Study Guide</b>	<b>Pre-Quiz</b>	<b>Chapter 4 Quiz</b>	<b>Canada Map</b>	<b>Canada Map, con't</b>
Students will review information from before break as a refresher.	Review for quiz, answer all questions.	Quiz/comparative thinking on the students' lives and students' lives in Canada.	Introduce Canada - political and physical map.	Continue map work for students to become familiar with the provinces and territories of Canada.
<b>Procedure</b> Chapter 4 reteaching activity will be used with the entire class as a review. A study guide will follow for Chapter 4's quiz. The study guide will include all vocabulary and features.	<b>Procedure</b> Chapter 4 study guide will be checked and reviewed. After that, students will take a pre-quiz and then complete a map review on the board for class extra credit. A map will need to be labeled correctly for extra credit.	<b>Procedure</b> Students will take Chapter 4 quiz and then look at the student spotlight from a student in Canada. Similarities and differences will be exposed. These will be recorded in their notebooks after the quiz using pages 154-155.	<b>Procedure</b> The student spotlight similarities and differences on Taylor will be reviewed. Then, students will be introduced to Canada through a political and physical map at the same time. 13 provinces and territories along with 7 bodies of water will be identified. There are also critical thinking questions to answer based on the map.	<b>Procedure</b> Students will finish their Canada map and color code it based on a map on the board. Sheppard Software will be used for political map review. 20 true and false map questions will be assigned as an in-class assignment.
<b>Assessment/Homework</b> Chapter 4 Study Guide	<b>Assessment/Homework</b> Study for quiz.	<b>Assessment/Homework</b> Take quiz.	<b>Assessment/Homework</b> Map work and questions.	<b>Assessment/Homework</b> Map t/f questions.
<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Individual s Technology	<b>Instructional Strategies</b> s Assessment	<b>Assessment/Homework</b> Map work and questions.	<b>Instructional Strategies</b> s Foldable / Manipulative s Assessment s Individual
<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 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	<b>Standards</b> 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.	<b>Standards</b> 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.
<b>Reflection</b>	<b>Reflection</b>		<b>Reflection</b>	<b>Reflection</b>



		<div>characteristics of places and regions using the following criteria:<ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul></div>		
		<div>Reflection</div>		





Monday 12/16/2019	Tuesday 12/17/2019	Wednesday 12/18/2019	Thursday 12/19/2019	Friday 12/20/2019
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Ch 5 vocab</b>	<b>Ch 5 notes</b>	<b>5-2 Cultures and Lifestyles of the USA and Canada</b>		
Students will become familiar with the new vocab words for the chapter and apply them into paragraph that is not in the book to expose word usage.	Students will learn about the government system of Canada and compare it to our system, which is very different. President vs. prime minister and Congress vs. Parliament will be stressed.	Cultures and lifestyles will be exposed, including similarities and differences between the USA and Canada (ex. - languages, religion).		
<b>Procedure</b>	<b>Procedure</b>	<b>Procedure</b>		
Students will be introduced to Chapter 5 by doing a walkthrough of the chapter for vocabulary purposes on the history and governments of the USA and Canada. The first 10 minutes will be the definitions. After the definitions are reviewed, students will complete a paragraph challenge, using the words in paragraph context, just not the definitions. A class grade will be assigned.	5-1 notes will be covered. Exploration will be a key theme, including the first settlers of each country and why the countries speak the languages that they do. Government systems will also be covered, focusing on representative democracies and leaders of the USA and Canada - president and prime minister.	Check 5-1 Reading Guide. After homework is checked, 5-2 will be introduced on the cultures and lifestyles of the USA and Canada. Urban v. rural, populations, and language will be discussed. Food and culture will be focuses as well. True and false questions will be answered and corrected. "Good or Gross" will be asked on Canadian foods.		
<b>Assessment/Homework</b>	<b>Assessment/Homework</b>	<b>Assessment/Homework</b>		
Review Ch 5 vocab	5-1 Reading Guide	5-2 Reading Guide		
<b>Instructional Strategies</b>	<b>Instructional Strategies</b>	<b>Instructional Strategies</b>		
<b>s</b> Individual	<b>s</b> Individual	<b>s</b> Group / Partner		
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>		
<b>7.2.7.A</b> Explain the characteristics of places and regions.	<b>7.2.7.A</b> Explain the characteristics of places and regions.	<b>7.2.7.A</b> Explain the characteristics of places and regions.		
<b>7.3.7.A</b> Describe the human characteristics of places and regions using the following criteria:	<b>7.3.7.A</b> Describe the human characteristics of places and regions using the following criteria:	<b>7.3.7.A</b> Describe the human characteristics of places and regions using the following criteria:		
<ul style="list-style-type: none"> <li>Population</li> <li>Culture</li> </ul>	<ul style="list-style-type: none"> <li>Population</li> <li>Culture</li> <li>Settlement</li> </ul>	<ul style="list-style-type: none"> <li>Population</li> <li>Culture</li> <li>Settlement</li> </ul>		



<ul style="list-style-type: none"><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>	<ul style="list-style-type: none"><li>• Economic activities</li><li>• Political activities</li></ul>	<ul style="list-style-type: none"><li>• Economic activities</li><li>• Political activities</li></ul>		
Reflection	Reflection	Reflection		



Monday 12/23/2019		Tuesday 12/24/2019		Wednesday 12/25/2019		Thursday 12/26/2019		Friday 12/27/2019	
Geography		Geography		Christmas Day		Geography		Geography	
7th Gr Activity Day									



Monday 12/30/2019	Tuesday 12/31/2019	Wednesday 01/01/2020	Thursday 01/02/2020	Friday 01/03/2020
Geography	Geography	New Year's Day	Geography	Geography



Monday 01/06/2020	Tuesday 01/07/2020	Wednesday 01/08/2020	Thursday 01/09/2020	Friday 01/10/2020
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Study Guide</b>	Review for Chapter 5 test.	<b>Ch 5 Quiz</b>	<b>Ch 6 - The USA and Canada Today</b>	<b>Ch 6 - The USA and Canada Today</b>
Review day: Chapter 5 wrap-up	<b>Procedure</b> Students will get their study guides checked and then we will play a review game. The Choice is Yours will be used for review purposes.	Assess students on Chapter 5.	Students will be able to find similarities and differences between the USA and Canada presently.	Students should be able to identify vocabulary and apply the words properly in sentence context.
<b>Procedure</b> 5-2 homework will be reviewed and the Chapter 5 study guide will be distributed for in-class completion. After working alone, students can also work together if there is cooperation. Whatever is not done in class will have to be done for homework. This will cover history, governments, population, and culture along with location.	<b>Assessment/Homework</b> Ch 5 Quiz	<b>Procedure</b> Chapter 5 Quiz will be given. This will cover history, governments, population, and culture along with location. The quiz will be 50 points and be a mix of matching, multiple choice, and vocabulary.	<b>Procedure</b> Map warm-up: The states and provinces/territories will be placed in the proper regions after looking at a color-coded map. Students will be introduced to Chapter 6 by previewing the chapter and then looking at the coordinating vocabulary words. Students will then place the words in a coordinating paragraph.	<b>Procedure</b> Con't of vocabulary - class challenge with words. USA/ Canada economic regions: Use the map items from Thursday to match up the industries to each region of the countries. Imports/exports and most valuable products will also be covered.
<b>Assessment/Homework</b> Study guide; quiz Wednesday.	<b>Instructional Strategies</b> s Group / Partner	<b>Assessment/Homework</b> 50 point quiz	Map/Vocab - Q2 notebook check is due today	<b>Assessment/Homework</b> Class paragraph challenge.
<b>Instructional Strategies</b> s Individual s Group / Partner	<b>Standards</b> 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: <ul style="list-style-type: none"><li>Population</li><li>Culture</li><li>Settlement</li><li>Economic activities</li><li>Political activities</li></ul>	<b>Instructional Strategies</b> s Assessment	<b>Assessment/Homework</b> Map/Vocab - Q2 notebook check is due today	<b>Instructional Strategies</b> s Technology
<b>Standards</b> 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	<b>Standards</b> 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: <ul style="list-style-type: none"><li>Population</li><li>Culture</li><li>Settlement</li><li>Economic activities</li><li>Political activities</li></ul>	<b>Standards</b> 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: <ul style="list-style-type: none"><li>Population</li><li>Culture</li><li>Settlement</li><li>Economic activities</li><li>Political activities</li></ul>	<b>Instructional Strategies</b> s Individual	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.A Explain the characteristics of places and regions. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"><li>Population</li><li>Culture</li></ul>
	<b>Reflection</b>		<b>Standards</b> 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	



<p>criteria:</p> <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>		<p><b>Reflection</b></p>	<p>regions.</p> <p><b>7.3.7.A</b> Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>	<ul style="list-style-type: none"><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>
<p><b>Reflection</b></p>			<p><b>Reflection</b></p>	



Monday 01/13/2020	Tuesday 01/14/2020	Wednesday 01/15/2020	Thursday 01/16/2020	Friday 01/17/2020
Geography	Geography	Geography	Geography	Geography
In-service	<p><b>Ch 6 - The USA and Canada Today</b></p> <p>Recall and review. I want to see if students can make connections between past lessons and new questions.</p> <p><b>Procedure</b></p> <p>Students will use their past assignments to answer T/F questions. Then, students will partner read 6-2 on Issues and Challenges and complete the coordinating reading guide.</p> <p><b>Assessment/Homework</b></p> <p>6-1 T/F and 6-2 Reading Guide.</p> <p><b>Instructional Strategies</b></p> <p>s Individual</p> <p><b>Standards</b></p> <p>7.3.7.A Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.2.7.A Explain the characteristics of places and</p>	<p><b>Ch 6 USA and Canada Today</b></p> <p>Regions review: this is the first part of the review for the quiz.</p> <p><b>Procedure</b></p> <p>Students will use their materials to determine which region of the USA or Canada certain descriptions match up to. They will do this alone, and then together in stations.</p> <p><b>Assessment/Homework</b></p> <p>Chapter 6 Study Guide</p> <p><b>Instructional Strategies</b></p> <p>s Stations</p> <p><b>Standards</b></p> <p>7.2.7.A Explain the characteristics of places and regions.</p> <p>7.4.7.A Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.7.B Describe and explain the effects of people on the physical systems within regions.</p> <p>7.3.7.A Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> </ul>		





	regions.	• Political activities		
	<b>Reflection</b> •	<b>Reflection</b> •		



Monday 01/20/2020	Tuesday 01/21/2020	Wednesday 01/22/2020	Thursday 01/23/2020	Friday 01/24/2020
<b>Martin Luther King, Jr. Day</b>	<b>Geography</b> <b>Ch 6 USA and Canada Today</b> Wrap-up of Chapter 6. <b>Procedure</b> Chapter 6 study guide will be checked and reviewed. Main topics will be economy, government, and environmental issues. After that, we will play a review game to prepare for tomorrow's quiz. <b>Assessment/Homework</b> Quiz <b>Instructional Strategies</b> s Individual <b>Standards</b> 7.2.7.A Explain the characteristics of places and regions. 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	<b>Geography</b> <b>Ch 6 USA and Canada Today</b> Chapter 6 Quiz <b>Procedure</b> Students will take their last quiz on the USA and Canada. <b>Assessment/Homework</b> 50-Point Quiz <b>Instructional Strategies</b> s Assessment <b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.A Explain the characteristics of places and regions. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities 7.1.7.B Explain and locate places and regions as defined by physical and human features. <b>Reflection</b> •	<b>Geography</b> <b>Latin America physical</b> Introduction to Central and South America. <b>Procedure</b> A political map of Latin America will be distributed. Once the political map is completed and colored, we will look at the physical features of Latin America, including the Andes Mountains, Amazon River, and oceans. <b>Assessment/Homework</b> finish map <b>Instructional Strategies</b> s Individual s Technology <b>Standards</b> 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. <b>Reflection</b> •	<b>Geography</b> <b>Latin America physical</b> Geographic awareness of Central America. What is the difference between Central America and Latin America? <b>Procedure</b> After the political map is completed and colored, we will review the countries of NA/SA, and the difference between a country and a territory. Pronunciations will also be reviewed. <b>Assessment/Homework</b> finish map <b>Instructional Strategies</b> s Technology s Individual <b>Standards</b> 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. <b>Reflection</b> •



	physical systems within regions.			
	<b>Reflection</b> •			
<b>Geography</b> <b>Ch 6 USA and Canada Today</b> <hr/> Wrap-up of Chapter 6. <hr/> <b>Procedure</b> Chapter 6 study guide will be checked and reviewed. Main topics will be economy, government, and environmental issues. A Venn diagram and practice questions will be given. <hr/> <b>Assessment/Homework</b> Quiz <hr/> <b>Instructional Strategies</b> s Individual <hr/> <b>Standards</b> 7.2.7.A Explain the characteristics of places and regions. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> 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.
<b>Reflection</b> <ul style="list-style-type: none"><li></li></ul>



Monday 01/27/2020	Tuesday 01/28/2020	Wednesday 01/29/2020	Thursday 01/30/2020	Friday 01/31/2020
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Physical Map / Vocab</b>	<b>LA Map Quiz</b>	<b>Chapter 7 notes</b>	<b>Chapter 7 notes</b>	<b>7-1 Products from the Amazon</b>
Students will be introduced to a physical map and make connections to the political map.	Students will be able to answer questions based on the maps that they labeled.	Students will make connections between their maps and some facts about physical geography descriptions of Central and South America.	Students will make connections between their maps and some facts about physical geography descriptions of Central and South America.	Students will make connections between products that they use everyday and how they may be from Amazonia.
<b>Procedure</b> After the political/physical maps are completed, students will then complete chapter 7 vocabulary. These words will be used to complete the map questions for Atlas Act B and Atlas Act E for homework.	<b>Procedure</b> Map questions will be answered using the map that they completed in quiz format.	<b>Procedure</b> Chapter 7 is on the physical features of Central and South America. We will take notes in stations. At each station, the section will be read and students will be given approximately 7-8 minutes to discuss with their group what the main ideas and facts about the section will be. There will be 4 total stations to visit and one essay question to complete at the end of the activity.	<b>Procedure</b> All notes will be completed/ reviewed and tied into their reading guide, which follows along with their notes. Students will complete the reading guide alone, then compare with a partner, and will be reviewed the next day in class.	<b>Procedure</b> After the reading guide is checked, students will check out a list of products from the Amazon that they use in their everyday lives. Fruits, vegetables, wood products, and animal products will be covered. I will also encourage the students to bring in stickers from their fruits and vegetables at home to add to our class map. Students will also determine which product that they think is most valuable.
<b>Assessment/Homework</b> Atlas Act E	<b>Assessment/Homework</b> Map questions.	<b>Assessment/Homework</b> 7-1 Reading Guide	<b>Assessment/Homework</b> 7-1 Reading Guide	<b>Assessment/Homework</b> Look for fruit/vegetable stickers.
<b>Instructional Strategies</b> s Individual s Technology	<b>Instructional Strategies</b> s Assessment	<b>Instructional Strategies</b> s Stations	<b>Instructional Strategies</b> s Stations	<b>Instructional Strategies</b> s Read-Aloud
<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 7.1.7.B Explain and locate places and regions as defined by physical and human features. 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.A Explain the characteristics of places and regions. 7.2.7.B Describe and explain	<b>Standards</b> 7.1.7.B Explain and locate places and regions as defined by physical and human features. 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7.A Explain the characteristics of places and regions. 7.4.7.A Describe and explain	<b>Standards</b> 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
<b>Reflection</b> •	<b>Reflection</b> •			



		<p>characteristics of places and regions.</p> <p><b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions.</p>	<p>the effects of the physical systems on people within regions.</p>	<p>features.</p> <p><b>7.2.7.A</b> Explain the characteristics of places and regions.</p> <p><b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions.</p>
		<p><b>Reflection</b></p> <ul style="list-style-type: none"><li></li></ul>	<p><b>Reflection</b></p> <ul style="list-style-type: none"><li></li></ul>	<p><b>Reflection</b></p> <ul style="list-style-type: none"><li></li></ul>



Monday 02/03/2020	Tuesday 02/04/2020	Wednesday 02/05/2020	Thursday 02/06/2020	Friday 02/07/2020
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Amazon article</b>	<b>Amazon Project</b>	<b>Amazon Project</b>	<b>Amazon Project</b>	<b>Amazon Project</b>
Students will have to decide if they think that the Amazon Rainforest is worth saving, or not saving based on environmental concerns.	A short video (18 minutes) will be shown to help the students visualize what Amazonia looks like. Students will be able to form an opinion, research it, develop it, and present it on the Amazon Rainforest based on factual information.	Students will be able to form an opinion, research it, develop it, and present it on the Amazon Rainforest based on factual information.	Students will be able to form an opinion, research it, develop it, and present it on the Amazon Rainforest based on factual information.	Students will be able to form an opinion, research it, develop it, and present it on the Amazon Rainforest based on factual information.
<b>Procedure</b> Students will read an article about the Amazon River and its environmental contributions, impacts, and concerns. After the article is covered, a series of questions will be answered in class. Deforestation, global warming, and food issues will be covered.	<b>Procedure</b> Students will be working on a project in regard to saving the Amazon River or not. Students will have to choose a side on the issue and defend it. A picture and paragraph will be required. The project will be broken up into parts: brainstorm, research, draft, final copy, presentation.	<b>Procedure</b> Students will be working on a project in regard to saving the Amazon River or not. Students will have to choose a side on the issue and defend it. A picture and paragraph will be required. The project will be broken up into parts: brainstorm, research, draft, final copy, presentation.	<b>Procedure</b> Students will be working on a project in regard to saving the Amazon River or not. Students will have to choose a side on the issue and defend it. A picture and paragraph will be required. The project will be broken up into parts: brainstorm, research, draft, final copy, presentation.	<b>Procedure</b> Students will be working on a project in regard to saving the Amazon River or not. Students will have to choose a side on the issue and defend it. A picture and paragraph will be required. The project will be broken up into parts: brainstorm, research, draft, final copy, presentation.
<b>Assessment/Homework</b> Finish questions.	<b>Assessment/Homework</b> Brainstorm ideas.	<b>Assessment/Homework</b> Research ideas.	<b>Assessment/Homework</b> Research ideas.	<b>Assessment/Homework</b> Finalize ideas / practice presentation
<b>Instructional Strategies</b> <input type="checkbox"/> Read-Aloud	<b>Instructional Strategies</b> <input type="checkbox"/> Group / Partner <input type="checkbox"/> Technology <input type="checkbox"/> Project	<b>Instructional Strategies</b> <input type="checkbox"/> Group / Partner <input type="checkbox"/> Technology <input type="checkbox"/> Project	<b>Instructional Strategies</b> <input type="checkbox"/> Group / Partner <input type="checkbox"/> Technology <input type="checkbox"/> Project	<b>Instructional Strategies</b> <input type="checkbox"/> Group / Partner <input type="checkbox"/> Technology <input type="checkbox"/> Project <input type="checkbox"/> Presentation
<b>Standards</b> <b>7.2.7.A</b> Explain the characteristics of places and regions. <b>7.2.7.B</b> Describe the physical processes that shape patterns on Earth's surface. <b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions. <b>7.4.7.B</b> Describe and explain the effects of people on the physical systems within	<b>Standards</b> <b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions. <b>7.4.7.B</b> Describe and explain the effects of people on the physical systems within	<b>Standards</b> <b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions. <b>7.4.7.B</b> Describe and explain the effects of people on the physical systems within regions.	<b>Standards</b> <b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions. <b>7.4.7.B</b> Describe and explain the effects of people on the physical systems within regions.	<b>Standards</b> <b>7.4.7.A</b> Describe and explain the effects of the physical systems on people within regions. <b>7.4.7.B</b> Describe and explain the effects of people on the physical systems within regions.
		<b>Reflection</b> .	<b>Reflection</b> .	



regions.	regions.			Reflection
Reflection	Reflection			.





Monday 02/10/2020	Tuesday 02/11/2020	Wednesday 02/12/2020	Thursday 02/13/2020	Friday 02/14/2020
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Amazon Project</b>	<b>Latin America timeline</b>	<b>European People Chart</b>	<b>8-1 People and Groups</b>	<b>Mystery of the Inca Mummy</b>
Students will be able to form an opinion, research it, develop it, and present it on the Amazon Rainforest based on factual information.	Students will learn how to read a timeline, understanding numbers and dates historically.	Students will learn about the deep ties between Europe and South America, especially Spain.	Students will make connections between culture from Europe and culture from South America - especially languages and religion.	The objective is to make students aware of how different life was during the time of the Incas compared to now. We will look at inventions and religious practices to analyze the differences in time period.
<b>Procedure</b> Students will be working on a project in regard to saving the Amazon River or not. Students will have to choose a side on the issue and defend it. A picture and paragraph will be required. The project will be broken up into parts: brainstorm, research, draft, final copy, presentation.	<b>Procedure</b> Students will learn how to read a timeline, BC/AD, BCE/CE, c., and what chronological order means. They will then put events in their life into a timeline and practice by placing groups in timeline order.	<b>Procedure</b> The European influence on Latin America will be covered today using Who (they were)-What (are they known for)-When (did they live)-Where (did they settle)-How (did they affect the natives).	<b>Procedure</b> Students will learn about the specific explorers of Latin America including Cortes and Pizarro, the impact of the European Christians, leaders in the independence movement, and the dictatorship of Cuba. We will focus on where, who, and Why. These facts will be considered for their conclusive essay on the chapter.	<b>Procedure</b> Students will watch this movie and learn about Incan religion and belief system, stressing the belief in just one god, not many. They will use this information to compare to the beliefs of the Europeans, who introduced monotheistic religion to the Americas.
<b>Assessment/Homework</b> Presentations.	<b>Assessment/Homework</b> Timeline sheet.	<b>Assessment/Homework</b> Chart	<b>Assessment/Homework</b> Finish chart.	<b>Assessment/Homework</b> Questions
<b>Instructional Strategies</b> s Group / Partner s Technology s Project s Presentation	<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Stations s Group / Partner	<b>Instructional Strategies</b> s Group / Partner s Stations	<b>Instructional Strategies</b> s Technology
<b>Standards</b> 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.	<b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	<b>Standards</b> 7.1.7.B Explain and locate places and regions as defined by physical and human features. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement	<b>Standards</b> 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities 7.1.7.B Explain and locate places and regions as defined by physical and human
<b>Reflection</b>	<b>Reflection</b> •	<b>Reflection</b> •		



<ul style="list-style-type: none"><li>•</li></ul>			<ul style="list-style-type: none"><li>• Economic activities</li><li>• Political activities</li></ul>	features.
			<b>Reflection</b> <ul style="list-style-type: none"><li>•</li></ul>	<b>Reflection</b> <ul style="list-style-type: none"><li>• I really want the kids to think about if burial sites should be studied for historic and archaeological purposes or if they should be left alone for one's last resting site.</li></ul>



Monday 02/17/2020	Tuesday 02/18/2020	Wednesday 02/19/2020	Thursday 02/20/2020	Friday 02/21/2020
Geography <b>No School - Presidents Day</b>	Geography <b>Debate</b>  Critical thinking: Should burial sites be studied for historic and archaeological purposes, or left alone as one's last resting site? I would like to take the facts and turn this into a debate.  <b>Procedure</b> Review facts from the Inca Mummy movie. We will make a t-chart coming up with why bodies should be left alone or studied. From there, we will have a debate using two students, one representing the left alone and one for studied.  <b>Assessment/Homework</b> essay after facts are discussed  <b>Instructional Strategies</b> s Class Discussion  <b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement	Geography <b>Debate</b>  Critical thinking: Should burial sites be studied for historic and archaeological purposes, or left alone as one's last resting site? I would like to take the facts and turn this into a debate.  <b>Procedure</b> Review facts from the Inca Mummy movie. We will make a t-chart coming up with why bodies should be left alone or studied. From there, we will have a debate using two students, one representing the left alone and one for studied.  <b>Assessment/Homework</b> class discussion, vote  <b>Instructional Strategies</b> s Class Discussion  <b>Standards</b> 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement	Geography <b>Latin American Culture</b>  Latin America Issues and culture facts will be covered. The lesson will be broken into issues, religious beliefs, language, daily life/food, sports, and arts/celebrations.  <b>Procedure</b> Students will take short notes and then be shown two small YouTube videos on Day of the Dead and Carnival. A discussion about how Day of the Dead is not gory or creepy will conclude the class. We will also make connections between which movies they have seen that have referenced these two holidays i.e. Rio, Rio 2, Fast and the Furious, Coco, etc. Carnival 2020 is Feb 21-29.  <b>Assessment/Homework</b> 8-2 Reading Guide  <b>Instructional Strategies</b> s Individual  <b>Standards</b> 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities	Geography <b>Latin America</b>  We will wrap up the unit on Latin America by going over unit concepts and pictures.  <b>Procedure</b> The reading guide will be checked, the notes will be reviewed, and some pictures will be shown to the class from the Mayan ruins.  <b>Assessment/Homework</b> Picture TDA  <b>Instructional Strategies</b> s Class Discussion s Notes  <b>Standards</b> 7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities  <b>Reflection</b> •



	<ul style="list-style-type: none"><li>Economic activities</li><li>Political activities</li></ul>	<ul style="list-style-type: none"><li>Economic activities</li><li>Political activities</li></ul>	<ul style="list-style-type: none"><li>Political activities</li></ul>	
	<b>Reflection</b> <ul style="list-style-type: none"><li>I really want the kids to think about if burial sites should be studied for historic and archaeological purposes or if they should be left alone for one's last resting site.</li></ul>	<b>Reflection</b> <ul style="list-style-type: none"><li>I really want the kids to think about if burial sites should be studied for historic and archaeological purposes or if they should be left alone for one's last resting site.</li></ul>	<b>Reflection</b> <ul style="list-style-type: none"><li>The connections to movies went well and the students even said that they've seen sugar skulls on clothing and as Halloween costumes and tattoos.</li></ul>	



Monday 02/24/2020	Tuesday 02/25/2020	Wednesday 02/26/2020	Thursday 02/27/2020	Friday 02/28/2020
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Europe - political map</b>	<b>Europe - political map</b>	<b>Europe - 10 selected capitals map</b>	<b>Europe - physical map</b>	<b>Europe map test</b>
The 46 countries of Europe will be introduced, pronounced, and identified.	The 46 countries of Europe will be introduced, pronounced, and identified.	The Europe political map will be reviewed and color-coded.	Physical features of Europe will be exposed to the students, since the political were first.	Students will make connections between their completed maps and the questions presented to them.
<b>Procedure</b> First, a map of Europe will be examined and we will play "What Do You See?" This means students will look at the new map and make observations: Are there places that they recognize? Are places close together, far apart, sizes of things, shapes and associations of countries and borders/boundaries, etc. A student paper map will be used for labeling locations, along with Sheppard Software.	<b>Procedure</b> Map labeling will continue. (These names of the countries are so new and foreign to them that they are having some problems identifying and transferring them in the right places.)	<b>Procedure</b> The political map and 10 selected capital cities will be labeled including Dublin, London, Madrid, Lisbon, Paris, Berlin, Vienna, Rome, Athens, and Moscow.	<b>Procedure</b> Europe's bodies of water (19 items), mountains (5 items), and peninsulas (4 items) will be identified. A map will be completed and Google Earth to see what the features look like.	<b>Procedure</b> The Europe map test will be given including directions questions, capital questions, compass rose questions, T/F, physical features, and bodies of water.
<b>Assessment/Homework</b> Political Map of Europe	<b>Assessment/Homework</b> Political Map of Europe	<b>Assessment/Homework</b> 10 capital cities map	<b>Assessment/Homework</b> Physical map.	<b>Assessment/Homework</b> map quiz
<b>Instructional Strategies</b> s Class Discussion s Technology	<b>Instructional Strategies</b> s Technology	<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Individual	<b>Instructional Strategies</b> s Assessment s Individual
<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 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.	<b>Standards</b> 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.
<b>Reflection</b> • The observations made	<b>Reflection</b> • The students are amazed at the names of some of these countries and how different they are from anything that they've ever heard. They are hard for the kids to pronounce them too.	<b>Reflection</b> • Most students have heard of 6-7/10 of these capitals. A lot have never heard of Lisbon, Madrid, Vienna, or Dublin.	<b>Reflection</b> • This map was a lot harder for the students. Some even have trouble telling the difference between land and water. I got a blue crayon and shaded in the water for those struggling.	<b>Reflection</b> •



about how close the countries were together came up in every class. I'm glad that they mentioned that because that is a main idea of the section on Europe; it is a small continent with a large population.				
--	--	--	--	--



Monday 03/02/2020	Tuesday 03/03/2020	Wednesday 03/04/2020	Thursday 03/05/2020	Friday 03/06/2020
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>10-1: Europe's Physical Features</b>	<b>10-1: Europe's Physical Features</b>	<b>10-1 Thinking Questions</b>	<b>Transportation Article</b>	<b>Chunnel</b>
Students will be introduced to Europe's landforms, bodies of water, resources, and environmental issues, making connections to their maps that they completed in class.	Students will be introduced to Europe's landforms, bodies of water, resources, and environmental issues, making connections to their maps that they completed in class.	Make connections between physical map and thinking questions.	Compare our transportation systems to Europe's transportation systems.	Transportation comparisons, con't.
<b>Procedure</b> Q3 notebook checklists will be made. Map notes will be taken from their physical maps. Students will make the connection between how population is affected by what kind of terrain is in an area via notes. The areas in their notes are the features that they examined on the map. Urban/rural will also be discussed.	<b>Procedure</b> Students will make the connection between how population is affected by what kind of terrain is in an area via notes. The areas in their notes are the features that they examined on the map. Urban/rural will also be discussed.	<b>Procedure</b> Students will answer three warm-up questions in their notebooks on rivers, population distribution, and travel between countries.	<b>Procedure</b> Students will learn about the rail system of Europe and mass public transportation between cities. Students will analyze why Europe's system would not work here in Central Pennsylvania. Population distribution and physical geography will be emphasized.	<b>Procedure</b> Students will continue learning about European transportation methods by exploring the Chunnel, which connects the UK and the mainland of Europe. After introductory information, a short video clip will be shown and questions will be answered. Prices of a Eurostar trip will be discussed.
<b>Assessment/Homework</b> note boxes	<b>Assessment/Homework</b> Reading Guide	<b>Assessment/Homework</b> quiz tomorrow	<b>Instructional Strategies</b> s Read-Aloud	<b>Assessment/Homework</b> Chunnel questions
<b>Instructional Strategies</b> s Class Discussion s Notes	<b>Instructional Strategies</b> s Class Discussion s Notes	<b>Instructional Strategies</b> s Individual	<b>Standards</b> 7.2.7.A Explain the characteristics of places and regions. 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.	<b>Instructional Strategies</b> s Read-Aloud s Technology
<b>Standards</b> 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. 7.4.7.A Describe and explain	<b>Standards</b> 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. 7.4.7.A Describe and explain the effects of the physical systems on people within regions.	<b>Standards</b> 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. 7.4.7.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.	<b>Standards</b> 7.2.7.A Explain the characteristics of places and regions. 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.	<b>Standards</b> 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.
		<b>Reflection</b> •	<b>Reflection</b> •	<b>Reflection</b> •



the effects of the physical systems on people within regions.	<b>Reflection</b> <ul style="list-style-type: none"><li></li></ul>			
<b>Reflection</b> <ul style="list-style-type: none"><li></li></ul>				





Monday 03/09/2020	Tuesday 03/10/2020	Wednesday 03/11/2020	Thursday 03/12/2020	Friday 03/13/2020
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Webquest</b>	<b>Webquest</b>	<b>Webquest Quiz</b>	<b>Group Crossword Activity</b>	<b>12-1 notes/bands</b>
Introductory information of the UK and Ireland will be researched as a webquest. The first section will be about physical geography/location, the second government systems, third travel information and currency conversion, then fast facts including holidays and religious beliefs, and tourist destinations. Culture will be heavily investigated.	Introductory information of the UK and Ireland will be researched as a webquest. The first section will be about physical geography/location, the second government systems, third travel information and currency conversion, then fast facts including holidays and religious beliefs, and tourist destinations. Culture will be heavily investigated.	Students will compile webquest information and answer a list of 20 questions.	Students will complete the crossword as a wrap-up of the webquest and review of the section.	Students will learn about land/ climate, economy, government, and history/culture of the Scandinavian countries, Ireland, and the UK.
<b>Procedure</b>	<b>Procedure</b>	<b>Procedure</b>	<b>Procedure</b>	<b>Procedure</b>
Students will use predetermined websites to complete their webquest on the UK and Ireland by using the school computers and recording their answers.	Students will use predetermined websites to complete their webquest on the UK and Ireland by using the school computers and recording their answers.	Questions from the webquest will be asked in PowerPoint presentation format.	Using notes, books, and webquests, students will be able to work together as a class to ask each other questions from the crossword puzzle. If the student asks another student a question and wants to keep the answer, the person has to sign off on their sheet that they provided an answer. Students will keep moving around the room to different classmates to ask questions and decide on an answer. You can not go to the same person twice, but you can ask the teacher to discuss a question and agree on an answer.	This information will be covered in notes format. Then, artists from the UK/Ireland and popular movies/books will be reviewed and I will play some popular UK music for the class to guess which artist I'm playing.
<b>Assessment/Homework</b>	<b>Assessment/Homework</b>	<b>Assessment/Homework</b>	<b>Assessment/Homework</b>	<b>Assessment/Homework</b>
Webquest	Webquest	Webquest questions	crossword puzzle	Crossword puzzle from chapter
<b>Instructional Strategies</b>	<b>Instructional Strategies</b>	<b>Instructional Strategies</b>	<b>Instructional Strategies</b>	<b>Instructional Strategies</b>
s Technology	s Technology	s Technology s Assessment	s Group / Partner s Individual s Read-Aloud s Stations	s Individual
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>
7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities  7.2.7.A Explain the characteristics of places and regions.  7.1.7.B Explain and locate places and regions as defined by physical and human features.	7.1.7.B Explain and locate places and regions as defined	7.2.7.A Explain the characteristics of places and regions.  7.3.7.A Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
		<b>Reflection</b>		<b>Reflection</b>
		•		•



<p><b>7.2.7.A</b> Explain the characteristics of places and regions.</p> <p><b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features.</p>	<p><b>7.2.7.A</b> Explain the characteristics of places and regions.</p> <p><b>7.1.7.B</b> Explain and locate places and regions as defined by physical and human features.</p>		<p>by physical and human features.</p> <p><b>7.2.7.A</b> Explain the characteristics of places and regions.</p> <p><b>7.3.7.A</b> Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul>	
<p><b>Reflection</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Reflection</b></p> <ul style="list-style-type: none"><li>•</li></ul>		<p><b>Reflection</b></p> <ul style="list-style-type: none"><li>•</li></ul>	