



Waterloo Community Unit School District #5

Unit name: Five Ways To Look At The Earth

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Grade: Seventh Grade

Unit Information

Illinois Learning Standards <small>(and benchmarks for your grade level; you may also include national standards)</small>	<p>*17A: Locate, describe and explain places, regions, and feature on the earth. 3B3a 3C3b 5A3b 5B3a 5C3c *Primary focus (Geography)</p>
Measurable Learner Objectives	<ol style="list-style-type: none"> 1. Express and interpret information and ideas about the five themes of geography. 2. Communicate effectively in writing, verbally, and/or visually information about the five themes of geography.
Rationale	<ol style="list-style-type: none"> 1. It teaches students a way to organize information as they study geography. 2. Students need to be able to apply the five themes to places they study as a way to understand places and people. 3. Everything in a student's life involves geography. 4. Knowing the five themes and applying them as one studies geography. 5. Learning the five themes gives students a structured framework to use in studying places. 6. Students will know the five themes and how to apply them to places they study, visit or read about.

Key Curriculum Components

How will you engage the learner?	<p>Students will work with four other students to create a product that shows the five themes.</p>
Individual Student Assessments	<p>Complete group product with each student responsible for one part. Complete individual essay question. Complete Chapter One, Section One Question.</p>
Final Team or Project Based Performance	<p>Create a product that gives all five themes, question each theme answers, meaning of each theme, pictures to show theme (example), and one local example (within Monroe County)</p>
Teaching and Learning Events	<ol style="list-style-type: none"> 1. Teacher, using the Pre-Test results, will form groups. 2. Students will read pages 10-13. Groups may use the CD of the book to complete this task. 3. Students will complete the Five Theme of Geography worksheet using the assigned URL. Those students without Internet access at home will be given priority to use classroom computers. Arrangements may be made to use computers in other classrooms. 4. Groups will meet and assign one theme to each group member. Each individual will be responsible to compile the needed materials for the groups' team product. Each individual will need to find the following information on their assigned theme: <ol style="list-style-type: none"> a. Theme name b. Question each theme answers c. A meaningful and concise (short and to the point) definition of the theme. d. Picture to show the theme e. A local example of the theme (within Monroe County) 5. After each person has the required information, the group must decide on the type of product they will use to show all the information about the Five Themes of Geography. <ol style="list-style-type: none"> a. Groups will have choice in the product to show the Five Themes of Geography. b. Choices could be a PowerPoint, Poster, Brochure, Mobile, Booklet, or other teacher

	<p>approved product.</p> <p>c. All five pieces of information for each theme must be presented and the individual responsible for the theme is required to complete their part of the product.</p> <p>6. Assessments:</p> <p>a. Completion of the group product with individual rubric to assess each theme.</p> <p>b. Complete individual essay question and Chapter One, Section One Quiz.</p> <p>7. Time Line:</p> <p>a. Learning Event 2, and 3 in Two Class Periods. Some time at home will be necessary.</p> <p>b. Learning Event 4 in one class period. Each student will have a computer available for one class period.</p> <p>c. Learning Event 5 in two class periods.</p>
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Differentiation Documentation Form

Strategies Place an X in front of the differentiation strategy (ies) you are using.	Differentiation Plans
Process Choices	
<input checked="" type="checkbox"/> Different levels of learning (Bloom's)	Understanding, applying, analyzing and creating.
<input checked="" type="checkbox"/> Different interests	Product Choice
<input type="checkbox"/> Learning styles (multiple intelligences)	
<input checked="" type="checkbox"/> Different learning rates	Students will be grouped by ability based on short Pre-Test.
<input type="checkbox"/> Different questioning	
<input type="checkbox"/> Different audiences, mentors, community involvement	
<input type="checkbox"/> Other	
Product Choices	
<input type="checkbox"/> Variety of ways to "show what you know"	
<input type="checkbox"/> Using different levels of difficulty	
<input checked="" type="checkbox"/> Variety of choices of products to create	Groups may choice from PowerPoint, Poster, Brochure, Mobile, Booklet, or other teacher-approved product.
<input type="checkbox"/> Other	
Content Choices	
<input checked="" type="checkbox"/> Resources	Textbook, Textbook on CD, Internet, National Geographic Magazines.
<input type="checkbox"/> Multiple reading levels (& math, etc.)	
<input checked="" type="checkbox"/> Technology	Use of Internet, and choice of application software for product.
<input checked="" type="checkbox"/> Individual and groups	Individual responsible for one theme, group responsible to produce finished product. Assessments will be individual.
<input type="checkbox"/> Reteaching or exempting	
<input type="checkbox"/> Other	

Extensions		
X	Acceleration	Grouping by student ability will allow more accelerated groups to produce more detailed products.
	Enrichment	
X	Modifications	Slower groups will be provided with CD of book materials and other accommodations after consultation with Resource Teacher.

Template format adapted from Rockwood Gifted Program