Orientation Unit Plan- Geography

Orientation Unit Plans for Geography
August 15-September 23
Orientation Cycle 1:

- The relative position of someone or something
- An introduction to newcomers to a new school
- The direction of someone's interest or attitude
- Repetition/Routine
- Foundation for the other 4 cycles

Geography State Standards: maps: latitude, longitude, cardinal directions, time zones, compass rose, legend, rotation, revolution, axis, seasons, mental maps, the role of location: relative and absolute, five themes of geography.

Essential Questions:

- Does location matter?
- How and why do maps differ from each other?
- How do mental maps correspond to location?

Summative Assessment:
Students create their own mental map of places they have been or places that interest them

Formative Assessment:
Written and oral work that relate to maps and the idea of location

Cycle Objectives:
Students will:

- Understand and interpret proper classroom/Jr. high rules and consequences
- Feel comfortable and inviting in the school and classroom by providing a welcoming environment
- Introduce themselves and make acquaintances with their peers
- Understand what a map can do and be able to read it and create it
- Explain differences between major types of map projections
- Be able to properly use a compass
- Understand the 5 main themes of geography
- Explore mental maps to organize people, places, and things
- Describe the importance of location using maps, satellite, and databases
- Define and compare and contrast absolute and relative location by figuring out where somebody is by using only cardinal directions

Kickoff:
Students will be given a blank map (no headers, no author, no legend, etc.). In groups of 4 students will then answer 6 questions about the map: Who, What, When, Where, Why and How? Students will present what their group has decided and feedback will be provided from the instructor and the students.

Whole Class Lessons:

Create the expectations and consequences for Mr. Derek's classroom: students will help create the classroom rules and expectations and the consequences to go along with them for the remainder of the school year

Compass explorer: to help students be able to read a compass, as a group students will follow the compass to different clues to lead them to the next clue until they find the final product.

What is an atlas: as a class, students will explore certain types of atlases and compare and contrast them

Edible maps: throughout the year students will build maps out of food that are "edible" (although they will not eat them) in this cycle students will create several types of maps for example the Mercator map. This will be just an introduction to map building and understanding.

Where's Mr. Derek: to identify the differences between absolute and relative location, an area on a map will be chosen by Mr. Derek. The students will then provide cardinal directions to locate where I am at. I will give 3-5 absolute and relative locations on the map.

Country of the week: on every Friday students will pick a country in the world, on Monday I will give a PP lesson on that country providing it's location, demographics, and other interesting information on that country. Students will record information about that country in their notebook and write 3-5 paragraphs explaining why they would or would not visit that country.

Independent/Partner Lessons:

5 themes of Geography story: students will identify the 5 themes and create a story relating to their own life about each theme

Map making: throughout this cycle and other cycles students will be making maps and be able to present their findings to the class

The "Different" map: students will research different types of population, area, economic, political, environmental, or just plain strange maps and present what they learned from that map (many strange and different maps out there)

Where have you traveled/lived: using absolute and relative locations, students will track where they have lived and where they have traveled and give precise coordinates and relative location details. Students will create a poster board, video, brochure, etc. and share with the class and I where they have been and how it was.

Conclusive Activities:
Students will create their own map within the school. This map will give precise directions to an object their partner has to find. Students will be paired with a partner who will follow each other's final map. Though they are challenging each other, they are working together to defeat the other pairings in the class. Students will regroup and as a class we will discuss: what the students have discovered from day 1, applying the skills learned for future benefits (what types of maps would you most likely come across in the future), do you feel comfortable reading and creating a map, what are the road blocks you have learned from making maps.

Extensions and Accommodations:
Students will present their learning by written or oral work, presenting to the class, or presenting to the instructor (if they are uncomfortable in front of an audience). Students will be allowed multiple opportunities to show mastery of the content level. Students will be allowed to present their findings in whatever form of communication they feel comfortable with. If students need more time to work on certain activities, help and guidance will be available to use.

Grading Students:
A standards based grading rubric will be used to grade students:

What the Student Knows	Score	Trad al L Gr
Exceeds Proficiency: In addition to Score 85,the student uses inferences and applications that go beyond what was explicitly taught in class.	95	A
In addition to Score 85 performance, partial success at inferences and applications that go beyond what was directly explicitly in class.	90	
Meets Proficiency: No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	85	B
No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.	80	

Approaching Proficiency: No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.	75	C
Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.	70	
Developing Proficiency: With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	65	D
With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.	60	
Even with help, no understanding or skill demonstrated.	59	