

Unit Name: Core Concepts Part 2: Our Planet, Earth(Pearson – myWorld Geography)
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UNIT

Subject:	Social Studies/Geography	Country:
Course/Grade:	myWorld Geography/5th	USA
School:	Dr. Joyanne D. Miller School	State/Group: NJ

UNIT SUMMARY

Students will demonstrate the following enduring understandings:

- Earth's movements on its axis and in relation to the sun cause day and night and seasonal changes.
- Earth is made of three main parts core, mantle, and crust – each of which contributes to Earth's shape and structure.
- Forces above Earth's surface, such as wind, water, and ice, and forces below Earth's surface, such as plate tectonics, work together to affect Earth's landforms.

UNIT RESOURCES

Pearson myWorld Geography Core Concepts Handbook Teacher Edition, T14 – T25

Section 1: Mock Orbit, p. T16-T17

Section 2: Can You Call?, p. T18-T19

Section 3: Job Letter, p. T20-T21

Section 4: Geography Fish, p. T22-T23

Section 5: On the Move, p. T24 – T25

Pearson myWorld Geography Student Textbook

Read Tamsen Studies a Volcano, p. 16 - 17

Read Section 2.1 Earth in Space, p.18 - 19

2.2 Time and Earth's Rotation, p 20 -21

2.3 Earth's Structure, p. 22 - 23

2.4 Forces on Earth's Surface, p. 24 - 25

2.5 Forces Inside Earth, p. 26 – 27

Answer Part 2 Assessment Questions, p 28 – 29 includes Document Based Questions

Pearson myWorld Geography Student Journal

Core Concepts 2.1, 2.2, 2.3, 2.4, 2.5 Word Wise and Sum It Up, p. 8 - 13

Pearson myWorld Geography Exam View Test Bank CD-Rom

Pearson myWorld Geography Assessment Handbook

Pearson myWorld Geography Unit ProGuide

Pearson myWorld Geography Activity Kit

Pearson myWorld Geography Essential Question Posters

Pearson my World Geography Wall Maps

Internet Resource Links:

<http://my.worldgeography.com>

Student Center and Teacher Center

On Assignment

Visual Glossary

Active Atlas

Data Discovery

Time Line

Culture Close-up

Self Test

Success Tracker

21st Century Learning Online Tutor

myworldgeography.com Student Center or GIS.com

<http://ph.infoplease.com/>

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

ENDURING UNDERSTANDINGS

1. Earth's movement's on its axis and in relation to the sun cause day and night and seasonal changes.
2. Earth is made of three main parts – core, mantle, and crust – each of which contributes to Earth's shape and structure
3. Forces above Earth's surface, such as wind, water, and ice, and forces below Earth's surface, such as plate tectonics, work together to affect Earth's landforms.

ESSENTIAL QUESTIONS

1. How does our position in space affect the conditions on our planet?
2. How does the rotation of our axis affect the conditions on our planet?
3. What is the structure of the Earth?
4. How is the surface of the Earth always changing?

KNOWLEDGE AND SKILLS

Core Concepts 2.1 Earth in Space - Students will describe Earth's movement relative to the Sun

Core Concepts 2.1 Earth in Space - Students will describe how Earth's movement around the sun causes changes in daylight and in seasons.

Core Concepts 2.2 Time and Earth's Rotation - Students will explain Earth's rotation and how it creates day and night.

Core Concepts 2.2 Time and Earth's Rotation - Students will describe the function and role of time zones in organizing time globally.

Core Concepts 2.3 Earth's Structure - Students will identify the main parts of Earth's structure.

Core Concepts 2.3 Earth's Structure - Students will describe how each part of Earth's structure contributes to Earth's shape.

Core Concepts 2.4 Forces on Earth's Surface - Students will identify major landforms on Earth.

Core Concepts 2.4 Forces on Earth's Surface - Students will explain how forces such as wind, water, and ice shape Earth's landforms

Core Concepts 2.5 Forces Inside Earth - Students will describe the process of plate tectonics.

Core Concepts 2.5 Forces Inside Earth - Students will explain how plate movement creates mountains, earthquakes, and volcanoes.

STAGE TWO

ASSESSMENT DATA/PERFORMANCE TASKS

Students will write their responses to the Assessment questions in their notebooks and complete Word Wise in their Journals for each lesson. Check answers in their notebooks and Student Journal for understanding of the Key Ideas, Key Terms, and objectives.

Core Concepts Part 2 Our Planet Earth Test B

Student Journal: Core Concepts Part 2 Activity: Sum It Up - Students label the physical features on a diagram, including river valley, plateau, delta and mountains. Students will name three forces that create these features and explain how each one works.

Core Concepts Part 2 Our Planet Earth Success Tracker Online Formative Assessment includes Document Based Questions

OTHER EVIDENCE

Student completion of myWorld Activity and myWorld Activity Support

- * Section 2.1: p. T16 – T17 Record and Reflect - Mock Orbit
- * Section 2.2: p. T18 – T19 Time Zone Information - Can You Call?
- * Section 2.3: p. T20 – T21 Job Letter - Characteristics and Tasks
- * Section 2.4: p. T22 – T23 Geography Fish - Geography Cards
- * Section 2.5: p. T24 – T25 On the Move - Directions and Explorations

- Student completion of *Word Wise* in their *Student Journals*

- * Core Concepts 2.1: Word Wise - Sentence Builder, complete the sentence using information you have Learned in this section. Include terminal punctuation.
- * Core Concepts 2.2: Word Wise - Words in Context, write an answer that demonstrates understanding of Boldfaced key terms
- * Core Concepts 2.3: Word Wise - Vocabulary Quiz Show
- * Core Concepts 2.4: Word Wise - Crossword Puzzle
- * Core Concepts 2.5: Word Wise - Choose one word from the Word Bank to fill in each blank.

p. 29 21st Century Learning: Make a Difference – Think about earthquake or volcano safety in your community or a community like yours in an earthquake or volcano danger area. Develop ideas to raise community awareness of the dangers and the ways people can avoid them. Share your ideas on a web page, poster or handout.

Students' products should clearly identify the dangers from earthquakes or volcanoes, and should clearly suggest the steps citizens can take to reduce or avoid dangers. If students need help with this skill, direct them to the online tutorial *Make a Difference*

Success Tracker Online Formative Assessment: Administer Part 2 tests and remediate understanding

STAGE THREE

LEARNING ACTIVITIES

Title: Our Planet, Earth

Students will explore myworldgeography.com *Visual Glossary* to deepen their understanding of the following Key Terms found in Part 2 of the Core Concepts Handbook. Through the *Visual Glossary* students will read descriptions and view illustrations of Key Terms, listen to audio explanations of Key Terms and watch animations of complex concepts.

- atmosphere
- axis
- * plain
- * plate

- core
- crust
- delta
- deposition
- equinox
- erosion
- fault
- landform
- magma
- mantle
- orbit
- * plate tectonics
- * plateau
- * revolution
- * rotation
- * solstice
- * time zone
- * valley
- * weathering

Students will read and discuss Tamsen Studies a Volcano

Making Connections: Students will write in their notebooks about a geographic feature that interests them. Tell students to think about what they want to know about the feature and how they might answer their questions.

Students will go online to myworldgeography.com Student Center or GIS.com - *Geographic Information System* (GIS) maps to virtually examine every region.

Students will go online to <http://ph.infoplease.com/> to further explore Key Terms and issues introduced through the Core Concepts Handbook

Students will go online to myworldgeography.com Student Center Self Test to assess their own knowledge of Key Ideas and Key Terms

Title: Core Concepts 2.1 Our Planet, Earth: Earth in Space

Students will read and discuss Our Planet, Earth: Earth in Space

myWorld Activity 2.1: Mock Orbit - Organize groups of six and provide flashlights to each group. Assign roles: sun, Earth at each of four orbit stations, and a sixth person doing daily activities. Have groups act out Earth's orbit to show changes in daylight as Earth moves. Have a student role-play a single activity, such as eating dinner at each orbit station, noting if it is daylight or dark. Repeat for other students in the group. Have students complete *Activity Support: Record and Reflect*

Students will complete Core Concepts 2.1 *Word Wise*: Sentence builder - Complete the sentences using the information they have learned in 2.1.

Students will write their answers to Core Concepts Lesson 2.1 Assessment Questions in their notebooks. Check notebook answers for understanding

Title: Core Concepts 2.2 Our Planet, Earth: Time and Earth's Rotation

Students will read and discuss Our Planet Earth: Time and Earth's Rotation

myWorld Activity 2.2: Can You Call? - Give students Activity Support: Time Zone Information and assign a city to each student. Then list reasons people might make global phone calls, such as to share news with far -away relatives or to conduct business transactions. Invite students to add reasons. Now call on

students to choose a reason and time of day in their city to make a phone call. If calls are ruled out between 11 P.M. and 7 A.M., to which other students can calls be placed? Have those students who can receive a call answer yes while those who cannot remain silent. Continue until all students have "placed a call." Circulate during the activity to monitor students' grasp of lesson concepts. (Logical/Verbal)

Students will complete Core Concepts 2.2 *Word*: Word Wise Words in Context, write an answer that demonstrates understanding of boldfaced key terms

Students will write their answers to Core Concepts Lesson 2.2 Assessment Questions in their notebooks. Check notebook answers for understanding.

Title: Core Concepts 2.3 Our Planet, Earth: Earth's Structure

Students will read and discuss Our Planet, Earth: Earth's Structure

myWorld Activity 2.3: Job Letter – Remind students that each part of Earth's structure has qualities that make it unique, such as the core's ability to withstand great pressure. Ask students to write a job search letter in the voice of one part of Earth's structure. What qualities can they bring to the job of supporting Earth's structure and living creatures? What tasks can they accomplish? Give students Activity Support: Characteristics and Tasks to help them pre-write. (Verbal)

Students will complete *Word Wise* Section 2.3: Word Wise Vocabulary Quiz Show – Some quiz shows ask a question and expect the contestant to give an answer. In other shows, the contestant is given an answer and must supply. If the blank is in the question column, write the question that would result in the answer given. If the question is supplied, write the appropriate answer.

Students will write their answers to Core Concepts Lesson 2.3 Assessment Questions in their notebooks. Check notebook answers for understanding.

Title: Core Concepts 2.4 Our Planet, Earth - Forces on Earth's Surface

Students will read and discuss Our Planet, Forces on Earth's Surface

myWorld Activity 2.4: Geography Fish – Distribute Activity Support: Geography Cards, and have students create cards about forces and landforms in the text. Cards should contain verbal descriptions on one side and a visual on the other. Pair students to play a game. The goal is to create an accurate geography equation such as Erosion + Deposition = Delta. Partners ask each other for cards to complete an equation and then explain the equation accurately to earn a point. In the example provided, the explanation would have to include reference to deposition on the sea floor. Check your students' equations against an answer key you create from the lesson text. (Visual/Verbal)

Students will complete *Word Wise* 2.4: Word Wise Crossword Puzzle – The clues describe key terms from this section. Fill in the numbered *Across* boxes with the correct key terms. Then, do the same with the *Down* clues.

Students will write their answers to Core Concepts Lesson 2.4 Assessment Questions in their notebooks. Check notebook answers for understanding.

Title: Core Concepts 2.5 Our Planet, Earth - Forces Inside Earth

Students will read and discuss Forces Inside Earth

myWorld Activity 2.5: On the Move – Directions and Explorations. Tell students they will demonstrate plate movement and its results. Distribute cardboard and then use Activity Support: Directions and Explorations to clarify movement suggestions. Have students stand in groups. Call out a desired result, such a “volcano” or “earthquake.” Have students demonstrate how plate movement and rising magma lead to the stated result. Have students complete the Activity Support to explore interactions between plate movement and human settlement and safety. (Kinesthetic)

Students will complete *Word Wise* 2.5: Word Bank – Choose one word from the word bank to fill in each blank. When you have finished, you will have a short summary of important ideas from this section.

Students will write their answers to Core Concepts Lesson 2.5 Assessment Questions in their notebooks. Check notebook answers for understanding.