

Dutchtown Middle School

High Yielding Engagement and Student Agency Learning Path

Unit: Geography

Week Of: August 5-9, 2019

Teacher:

Grade Level: 8th

Subject: S.S.

Henry Graduate: As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.

HCTLS:

SS8G1: Describe Georgia's geography and climate.

SS8G1a: Locate Georgia in relation to region, nation, continent, and hemispheres.

SS8G1b: Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.

SS8G1c: Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

Outcome:

I can distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution, including the importance of water in Georgia's historical development and economic growth.

CSIP Instructional Focus:

Goal 1: Dutchtown Middle School will cultivate student agency (ownership of learning) in order to increase overall student accountability.

Goal 2: Literacy Reinforcement- Dutchtown Middle School students will read and write for a variety of purposes across all content areas using strategies to comprehend, analyze, interpret and evaluate

**D
I
V
E**

**BIM
Balanced
Instruction
Model**

**CORE
KNOWLEDG
E
AND
SKILLS**

Pretest: [illuminate](#)
Pretest score-----
Data Analysis
Form [Data
Analysis](#) (google
classroom)
Goal Setting: [Learner
Profile](#)

High Impact Learning Strategies (students
check what they use in class)

- Student Data Analysis (PreTest)
- Goal Setting & Progress Monitoring
- Student Learning Preference Choice
- Student Demonstration of Mastery Choice
- Student Data Analysis Reflection (PostTest)
- Teacher Demonstration/Modeling
- Checklists/Rubrics
- Discussion/Strategic Questioning for Understanding
- Conferencing
- Cooperative Grouping/Collaboration
- Graphic Organizer
- Peer Evaluation/Tutoring
- Authentic Learning Projects/Performance Task)
- Timely Feedback
- Practice work
- Student use of Technology
- Clear goals/Learning Targets

Accommodation Strategies

- Small group instruction
- Test Read Aloud
- Extended Time
- Study Sheets
- Reduced length of exams /assignments
- Open book test/take home test
- Other

Driving Questions	How does where we live affect how we live?
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D I V E	CORE KNOWLEDGE AND SKILLS		Monday date	Tuesday date	Wednesday date	Thursday date	Friday date	
		HCS Teaching & Learning Standard(s)	SS8G1a	SS8G1b	SS8G1b	SS8G1c	SS8G1	
		Learning Target(s)	<p>I can locate Georgia in relation to region, nation, continent, and hemisphere.</p> <p>I can distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p> <p>I can locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</p>					
		Opening	CNN10 CURRENT EVENTS	CNN10 CURRENT EVENTS	CNN10 CURRENT EVENTS	CNN10 CURRENT EVENTS	CNN10 CURRENT EVENTS	
		Mini-Lesson/ Closing	Review: Label the map of the world / United States	Review: What defines a region? Label the five regions of GA and physical features	Review: What defines a region? Label the five regions of GA and physical features	Review: What are the facts of each region?	What Do You Remember? (Labeling the Map)	

D I S C O V E R	BIM	Work Period(Students)				<u>Vocabulary</u> Appalachian Plateau, Blue Ridge, Ridge and Valley, Coastal Plain, Piedmont, Climate, Appalachian Mountains, Okefenokee Swamp, Chattahoochee River, Savannah River, Fall Line, Barrier Islands, Continent, hemisphere, nation, region			
	APPLY AND PROBLEM SOLVE	Monday	Student generated choice list						
	<u>AUTHENTIC CONNECTIONS</u>	Tuesday							
	<u>INVESTIGATE AND CONNECT</u>	Wednesday							
	EVALUATE	Thursday							
READING WRITING AND LISTENING	Friday								
Standards for the week	Learning Target	Choices for Learning targets/by teachers and students				Due Date	PR.T	BW	PO.T
1. G1b	#2	(Must Do) BrainWrinkles Geography Cloze Notes (DOK 1)				8/8			
2.G1b/G1c	#2/#3	(Must Do) GPB Digital Textbook--Virtual Field Trips Scavenger Hunt (DOK 2)				8/8			

3. G1	#1-#3	(Must Do) USA Test Prep Weekly Review	8/12			
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Resources:
Digital Textbook--Setting the Stage (Chapter 1 and 2)
<http://www.gpb.org/education/georgia-studies/digital-textbook>

Virtual Field Trips--Geographic Regions and Physical Features
<http://www.gpb.org/education/georgia-studies/virtual-field-trips>

Brain Wrinkles

D emonstrate Balanced Instructional Model	COMMUNICATE FINDINGS CROSCUTTING CONCEPTS	Post Assessment Score illuminate Data Analysis Form Data Analysis Learner Profile Learner Profile		Project Assessment Score Learner Profile Culminating Performance Task Learner Profile
		Student Reflection and tracking matrix form https://docs.google.com/document/d/1PwL-Qdp8r8f667x88MOj-ZjNFZZovdnYw_XGkE1nVgk/edit		

Teacher Conference Notes/Remediation or Enrichment Plan(Teacher Only)
 Completion of Tracking matrix
 Sign Off-----

Weekly conference with teacher sign off-----
 Teachers can sign off in their roster

Data Weekly Form [Data Form](#) (teacher only)