

**6th Grade S.S - Unit 2a: Europe Geography Playlist (Week 4-5)** Student Name: \_\_\_\_\_ Period: \_\_\_\_\_

**NOTE: You will conference with the teacher when you are ready to progress to the next DOK level/task(s).**

**Graduation Competency:** Graduation Standard #2 – GEOGRAPHY Analyze the physical, human and environmental geography of various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future.  
a. Compare the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools.  
c. Differentiate how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places.  
Pretest Score: \_\_\_\_\_ Beginning DOK Level: \_\_\_\_\_ Teacher Initials: \_\_\_\_\_  
Standards that may be skipped entirely: \_\_\_\_\_ Teacher Initials: \_\_\_\_\_  
Academic Goal: \_\_\_\_\_

<b>Standard(s):</b> SS6G7, SS6G8, & SS6G9  <b>SS6G7 Locate selected features of Europe.</b>  a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.  b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.	<b>Summative Assessment</b> At least 3 tasks—2 teacher created; 1 student created		<b>Formative Assessment</b> At least 4 tasks	
	<b>DOK 4 – Product</b>  <b>Driving Question: How can we improve our community?</b> <b>PBL- Team 602</b> <b>Culminating Project Ideas:</b>  1. <u>Research &amp; Design</u> <u>Hornet Nest</u>  2. <u>Does History Repeat Itself?</u> <b>(Europe History PBL)</b>	<b>DOK 3 – Performance Skill</b> <b><i>REQUIRED of all students</i></b>  <u>Learning Target:</u>  <u>Activities:</u>	<b>DOK 2 - Reasoning</b> <u>Learning Target:</u>  <u>Activities:</u> <b>SS6G7-</b> Write a letter to a friend describing at least 3 physical features and political regions visited or crossed during your trip and compare it to the locations you have visited or traveled in your city, county, state, and/or country.  <b>SS6G7-</b> Compare the major regions of Georgia to the major physical features and political boundaries using a variety of maps (physical map and political map)	<b>DOK 1 - Knowledge</b> <u>Learning Target:</u>  <b>SS6G7-</b> I can locate selected countries and physical features of Europe on a world and regional political- physical map.  <u>Activities:</u> <b>SS6G7 –</b> <ul style="list-style-type: none"> <li>Label political regions and physical features of Europe on a world map</li> <li>Ch. 9 Student WB</li> <li>Label required individual countries and political features adding class notes on graphic organizer</li> </ul>
	<b>CHECKPOINT</b> Teacher Initials: _____	<b>CHECKPOINT</b> Teacher Initials: _____	<b>CHECKPOINT</b> Teacher Initials: _____	<b>CHECKPOINT</b> Teacher Initials: _____

