

Diocese of Allentown UbD UNIT PLAN & LESSON PLANS

(Adapted from Wiggins & McTighe, Advanced Concepts in Creating and Reviewing Units: Forms & Facts, (2012).

TEACHER: CLASS/SUBJECT: **Social Studies 4: PA – Part of the Northeast Region of U.S.** DATE: Fall

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INTRODUCTORY UNIT FOR YEAR'S STUDY OF PENNSYLVANIA AND US REGIONS

This unit introduces the concept of “**region**” (See definition below.) by exploring how Pennsylvania, which is geographically located within the Northeast region of the U.S., is divided into 5 regions. Starting with the Piedmont region where students live, each region of PA is explored.

Definition (Ntl. Geographic Society): A *region* is an area of land that has common features. A region can be defined by natural or artificial features. Language, government, or religion can define a region, as can forests, wildlife, or climate. A common way of referring to regions in the United States is grouping them into 5 regions according to their geographic position on the continent: the Northeast, Southwest, West, Southeast, and Midwest. Geographers who study regions may also find other physical or cultural similarities or differences between these areas.

STAGE 1- DESIRED RESULTS

Understanding Goal:

As a question: How do we organize geographical space?

As a statement: Student will be able to provide a spatial perspective about Pennsylvania and the United States using geography tools and ideas.

Standards: The World in Spatial Terms Geography Standards # 1, 2,3; Places and Regions Geography Standards #4,5,6; Physical Systems Geography Standard #7; Human Systems Geography Standards #9,10,11, and 12; Environment and Society Geography Standards #14,15,16.

TRANSFER:

By the conclusion of the unit the student will independently use his learning to explain how we organize geographical space to help us make sense of our world and how that organization helps us to better understand the rich variety of regions found within the State of Pennsylvania located within the Northeast region of the U.S.

MEANING

The student will understand that :

- Geography requires one to see the relationships between people, places, and environments.
- People create regions to interpret earth's complexity.
- Physical characteristics impact how people live. (Where you lives impacts how you live.)
- Culture and experience influence people's perceptions of places and regions (human characteristics).
- Just as human actions modify the physical environment of a region, physical systems affect human systems.

Essential Questions (Overarching/Topical) that drive the UNIT:

1. What is a region?
2. How does where we live impact how we live? (How do physical characteristics of a place impact how one lives?)
3. How do the human characteristics impact a region?
4. “We come from a place, we live in a place, and we preserve and exhibit fierce pride over places. (Ntl. Geographic Standards 1994: Geography for Life, 1994, p. 69) What are you most proud of in Pennsylvania?”

| ACQUISITION OF KNOWLEDGE | ACQUISITION OF SKILLS |
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| <p>What facts and basic concepts should the student know and be able to recall/use?</p> <p><u>Geographic skills:</u></p> <ol style="list-style-type: none"> 1. Ask geographic questions 2. Acquire geographic information from a variety of primary & secondary sources and through observation & recorded data (physical and political maps, globe, newspapers, documents) 3. Organize geographic information (maps, diagrams, tables, graphs) 4. Analyze geographic information 5. Answer geographic questions <p><u>Maps:</u> physical and political maps, longitude and latitude, elevation, keys, distance.</p> <p><u>Regions of Pennsylvania:</u></p> <ol style="list-style-type: none"> 1. Piedmont (where we live) 2. Atlantic Coastal Plain 3. Lake Erie Coastal Plain 4. Ridge and Valley 5. Allegheny Plateau <p><u>Regions of the United States:</u> (location of PA within Northeast regions; later, separate units focus on other U.S. regions)</p> <ol style="list-style-type: none"> 1. <u>Northeast</u> 2. Southeast 3. Middle West 4. West 5. Southwest <p><u>How PA reflects physical and human characteristics of Northeast</u></p> | <p>What discrete skills and processes should the students learn and be able to use?</p> <p><u>Geographic skills:</u></p> <ol style="list-style-type: none"> 1. Formulate geographic questions about Pennsylvania. 2. Use maps to identify regions and landforms. 3. Construct and display geographic data. 4. Observe and interpret geographic relationships. 5. Use correct terms in oral and written responses. <p><u>Written Responses:</u></p> <ul style="list-style-type: none"> • Multi-paragraph (2-3) responses to higher order thinking questions. • Support response by providing evidence from text (various resources: maps and charts, newspaper, Internet, journals, etc.). • Explain cause and effect, using relevant examples. |
| <p>How can Religion be incorporated into this unit?</p> <ul style="list-style-type: none"> • Religion is one aspect of culture that reveals a person’s beliefs and those beliefs impact how people live and interact with others. • The natural resources of Pennsylvania are gifts from God. | |
| <p>STAGE 2 – ASSESSMENT</p> | |
| <p>Identify all formative, performance, and summative assessments:</p> | <p>CRITERIA</p> |

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| <p>What evidence will be collected to demonstrate student acquisition of knowledge and skills? What evidence will be collected to demonstrate that the student <u>understands</u> key concepts/Big Ideas in the Unit?</p> <p>Possible <i>formative</i> and <i>summative</i> assessments for the unit:</p> <p>Quiz #1 on geographic terms and map identification Test #1 Definition of region, identification and comparison of maps, U.S. regions and analysis of Piedmont region of PA. Academic Prompt #2 (written response to higher order thinking question; modeled by teacher doing Academic Prompt #1) Quiz #2 on geographic terms and region identification of four other regions of PA Test #2 Comparison of PA regions according to physical and human characteristics and systems. Academic Prompt #3</p> | | <p>80%</p> <p>80%</p> <p>Holistic Rubric 3/4</p> <p>80%</p> <p>80%</p> <p>Holistic Rubric 3/4</p> |
| <p>What culminating assessment will demonstrate that the student has met the unit goal and can transfer that understanding to new situations? Possible culminating performance tasks:</p> <p>GRASPS: You are a tour guide for your school (Role). A family is thinking of moving into the Lehigh Valley and you have be asked to explain to them (Audience) why this region of Pennsylvania is a particularly wonderful place to live (Goal). Although one parent has gotten a job in the area, the other parent and the older siblings are curious about what this region offers the whole family (Situation). Create a narrative about the Piedmont region that will clearly answer their questions (Product), meeting the criteria stated on the rubric (Standards).</p> <p><i>Another GRASPS Example :</i> You are an executive at Amazon (Role) who needs to convince the Board of Directors of the company (Audience) why expanding the company further into the state of Pennsylvania is advantageous (Goal). Create a persuasive argument (Product) giving consideration not only to the company’s shipping expansion but to their plan to offer fresh food to its customers (Situation). Determine which PA region may suit the company’s plans and develop evidence to support your argument. Include information about physical and human characteristics of the region using geographic tools, demographic information, and visual displays, meeting the criteria required (Standards).</p> | | <p>Analytic Rubric evaluating 15/20</p> <ul style="list-style-type: none"> • Content Accuracy • Development of Persuasive Argument • Geography Standards Addressed • Use of Resources (primary and secondary) • Visual Displays |
| STAGE 3 – LEARNING EXPERIENCES | | |
| Day/Code | Learning Experiences, noting <i>WHERE TO</i> (means of engagement, materials, and procedures): | Differentiation for each learning experience: |
| DAY 1 | | |
| DAY 2 | | |