**Unit: Southeast Region**

Layered Curriculum Point Sheets

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_ Due Date Dec. 17th Mr. Stolt’s class Dec. 19th Mrs. Nelsons class**

Mr. Stolt’s Classroom

**South Dakota Standard:**

4.G.1.1: Define regions categorized by geographic location.

**Objectives:**

Students will be able to: analyze information from geographic representation, tools, and technology to define location, place and region.

Mr. Stolts class final day for our projects will be on December 17th  and Mrs. Nelson’s class will be on December 19th. Right before we leave on Christmas vacation. Use your time wisely each time you come to class because you will have 9 hours to complete the projects. If you want to work on this at home you may. Make sure you are doing the work. When you have class will be the time I check your work.

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**General Instructions:**

Complete one "layer" before going on to another layer. You must earn the required number of points in any one layer before moving the next layer. Assignments must be shown to your teacher, where he will sign it off and award points. No more than 3 assignments will be signed off by your teacher on any one day in any layer. Each assignment has a point value based on the amount of time and effort necessary to complete the task. This is individual work, you may not share your assignment with other students. DO YOUR OWN WORK. Everything you hand in should be final copy ready. It will be graded as is. Teacher's signature is REQUIRED before moving to the next layer.

C-Layer Activities (Basic Understanding) **Students must earn at least 40 points to receive a "C" grade for this unit**. As papers are graded and handed back students need to keep track of their points earned and which objectives they have met in the table.

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| Points  Possible | Points  Earned | Assignment Description | Objectives met |
| Section 1 (35 points minimum requirement) | | | |
| 25  (required) |  | Southeast Region packet. Use an Atlas to answer the questions about the Southeast region. Cannot miss more than 5 to get full credit. |  |
| 10 |  | Watch the **two videos** **volume 1&2** on the Southeast region and write 10 facts in complete sentences that you learned about the Southeast. (Video found in the student pick up folder then in the Stolt folder then in the region folders marked Southeast region.) |  |
| 10 |  | Read, from our social studies books, Geography of the Southeast, pages 176-181. Complete (**worksheet 1)** |  |
| 10 |  | Read the level reader, Destination: Southeast. Then complete the graphic organizer by writing the Atlantic Coast states, Inland States and Gulf Coast States. Then explain how each group of states are different from each other in this region**.(worksheet 2**) |  |
| 5 |  | Read the level reader, Destination: Southeast. Then be ready to answer questions 1-5 on page 16. Teacher will be grading you on verbal responses. |  |
| 10 |  | Read, from our social studies books, Early History of the Southeast, pages 184-190. Complete the concept map using the book**.(worksheet 3)** |  |
| 5 |  | Using the quiz power point practice your states in the region. When you are ready to take the quiz as a grade come see your teacher. (Power point on student pick up folder) The powerpoint will be labeled as Southeast\_region\_states\_capitals. You are only responsible to know the name of the state. |  |

B Layer Activities (Application/Analysis)

Students choose 2 assignments Only (20 points)

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| Points Possible | Points Earned | Assignment Description  Section 2 (20 points minimum is a requirement) | Objectives met |
| 15 |  | You have always lived in the good old state of South Dakota, and now your family is thinking about moving to a state in the Southeast region. Compare and contrast South Dakota to the Southeastern region states. Include the following: **Climate, physical features,** **resources, major minerals,** **population density**, and **temperature**. Using an **atlas** compare South Dakota to the Southeast region. Write an **essay** in complete sentences how South Dakota and Southeast region states are different and how they are alike. |  |
| 10 |  | View the Midwest region and the Southeast region power-point. Make a Venn Diagram or a T-chart to compare and contrast the two different regions. All information should come off the power-points that were viewed. You need a minimum of 10 differences and 5 reasons they are alike. You will find these power points in the student pick up folder labeled Southeast region. (power points are found in the student pick up folder Stolt folder then the southeast region folder). There are two Midwest power points and one Southeast Region power point. Make sure you look at them all. |  |
| 10 |  | Bag Report: Find and place 8 items in a bag that represent and remind you of a state in the Southeast region. This could represent famous people, cultures, climates or any other important information you have learned about. Then on a sheet of paper explain each individual item and how it represents the state you picked. Make sure to place explanations in the bag with your items. |  |
| 15 |  | Choose a state book from this region and design an information poster about the 4 topics below. Must have at least 2 complete sentences in your own words and have pictures (drawn or from the internet) to go with your poster. Make sure to have a title for your poster.   * Historical events from that state * Interesting places from that state * Famous people from that state * Interesting facts from the state. |  |

A Layer Activities 20 points

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| Points Possible | Points  Earned | Assignment Description  Section 3 (20 points is minimum requirement) | Objectives met |
| 25 |  | Choose and read a **state book** from this Southeast region and fill out my state report project. Found on the student pick up folder. (Remember you must save this to your z drive before starting your project.) **(Worksheet # 4)** |  |
| 25 |  | Build a power point presentation about the Southeast region. Use Worksheet 5 as an outline for your presentation. Follow directions on the worksheet. You may use any research methods necessary. **(Worksheet # 5)** |  |

**35 points or more = C**

**55 points or more = B**

**75 points or more = A Students total points: \_\_\_\_\_\_ = \_\_\_\_\_\_\_**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_