**Unit 1: Geography of China**

**Stage 1- Identify Desired Results**

**Established Goals:**

* Standard II: Explore and apply geographic knowledge and skills
  + 1. Identify the physical features of a map
  + 2. Describe geographic factors that influence humans

**What essential questions will be considered? Resources Needed**

* Computer access
  + Pages
  + Google Earth
  + Voice Candy
* China Atlas
* Landform reading (Puxi)
* Digital Landform Template
* *How does a region’s physical geography affect the way people live?*

**What key knowledge and skills will students acquire as a result of this unit?**

Students will be able to…

-Locate a designated place on a map using lines of latitude and longitude.

-Identify and locate geographic characteristics that make China unique.

-Utilize information from atlases and readings to gather evidence about how the geographic region affects people.

Students will know…

-Key terms- archipelago, bay, cape, **cliff**, channel, **continent**, glacier, gulf, hill, island, isthmus, lake, marsh, mesa, mountain, oceans, lake, peninsula, plain, plateau, river, sea, strait, oasis, tributary, valley, volcano, waterfall, delta, channel, desert, island, delta, latitude, longitude, compass rose, cardinal and intermediate points)

**Unit 1: Geography of China**

**Stage 2- Determine Acceptable Evidence**

**What evidence will show that students understand?**

**Performance Tasks:**

* **Students create a digital representation of various landforms within China.**
* **Students research how landforms effect the way people live in China and record their findings into the above digital representation.**

**Possible Ideas:**

1) Digital Landform Project

Students utilize Google Earth and websites to find specific screen shots of important landforms found within China. They will take screenshots of the images and drag them into the digital landform template. Students record on voice candy reflections on how the landform they selected affects the people. The voice candy reflections are added to the page.

2) Google Earth Slide Show w/ Narrative

Students create a Google Earth slideshow utilizing My Places where they track important landforms found within China. Over the video create a voice over reflecting on their understanding of the landform and how it effects the people.

**What other evidence needs to be collected in light of Stage 1 Desired Results?**

**Other Evidence:**

China topographical map (visual arts project with rubric), China Landform Quiz

**Student Self-Assessment and Reflection:**

1)