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Climate Regions

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Climate Regions

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Grade Level (Req.): 7th	Content Area (Req.): Social Studies	Unit (Opt.): Earth's Physical Geography
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 4-45 minute class periods #1 to cover weather and climate factors; #2 to cover climate graphs; #3 to research cities; #4 to identify location of places and their climate regions	Goal (Req.): Students will be able to identify the climate of a place by applying the factors that affect weather and climate and utilizing climate graphs.	
	Objective (Req.): Students will use and interpret climate graphs.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Textbook • Blank climographs • Computer lab • Website: www.worldclimate.com • List of climate regions with descriptions • World map/atlasses • 		New Vocabulary (Opt.): <ul style="list-style-type: none"> • climate • weather • precipitation • temperature • climate region
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What factors do you think help determine what the weather is going to be like from day to day?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Replies to the anticipatory questions will be written on the board and discussed. 2. Introduction of the terms weather, climate, and climate regions and their definitions. 3. Discussion of the factors affecting weather and climate: temperature, precipitation, winds, oceans, elevation, and latitude. 4. Textbook work: "Skills for Life: Climate Graphs" 5. Students will practice how to read a climate graph: bar graph for precipitation and line graph for temperature. 6. Students will practice how to create a climate graph: they will be given the climate information for Sioux City, Iowa, from www.worldclimate.com and a blank climate graph. 7. Students will be broken up into small groups and asked to find the following information for 5 world capital cities: latitude and longitude, proximity to high elevations, and nearness to a large body of water. They will also need to complete climate graphs for each city using information from www.worldclimate.com. 8. Groups will be exchanging the information they researched. 9. Groups will be given a chart with the descriptions of each of the world climate regions. 10. Students will be asked to analyze the information at hand and attempt to identify which world climate zone the capital city is located in. 11. They will write down their choice as well as the factors that they used to come to their conclusion. 		

12. Groups will come together and report their findings to the class. 13. 14. 15. 16. 17. 18. 19. 20.	
Formative Evaluation (Req.): Group climate graphs will be turned in. Groups will also turn in their climate region analysis.	Assessment (Req.): Rubric will be used to grade climate graphs and final climate region analysis.
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environment. • • • • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • The physical and human characteristics of places • That people create regions to interpret Earth's complexity • How to use maps and other geographic representations, tool, and technologies to acquire, process, and report information from a spatial perspective • • • • • • • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • Place • Region • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •

<ul style="list-style-type: none">•	
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	