



4th Grade Geography Landform Dance or Skit

I. Pre-Assessment Data

Guiding Questions: What do students already know about this topic? What data (formal or informal) is available?

Students have already done the following regarding landforms:

- Watched a Brainpop Jr. video and created a tree map about different types of landforms (https://ir.brainpop.com/socialstudies/geography/landforms/zoom.weml
- Broken up into groups and created a graffiti board about a specific landform (on piece of chart paper, students research
 their landform and put words, hashtags, poems, drawings, graphic organizers... anything they want to express their
 learning about the topic.) In this case, students were required to research and describe the landform and the possible
 effects the landform would have on the type of life/jobs/homes/food/weather of the people living around the landform
 might have.

II. Objective *Must be conveyed to students

Guiding Question: What will students be able to do at the end of today's lesson?

□ Describe X Explain □ Apply □ Analyze □ Compare □ Evaluate □ Defend X Create □ Interpret □ Formulate

My Objective: Students will be able to, through dance or skit, create an interpretation explaining characteristics of a landform and implications the landform has on life surrounding it.

Student Friendly Objective: Geographers can choreograph a dance or skit representing a landform and the impact the landform has on life surrounding it.

Spanish Objective: Los geógrafos pueden coreografíar un baile o sketch que representa una forma de relieve y el impacto del accidente geográfico tiene en la vida que lo rodea.

What Does it Look Like to Meet the Objective Rubric (display and briefly discuss with students)

Still Getting There		Got it © !	
•	I am having difficulty explaining how my group's skit or dance represents our landform I am having difficulty explaining how my landform effects life surrounding it. I am letting my group do most of the work. I am not		I can explain and defend how my group's skit or dance represents our landform and the effect our landform has on life surrounding it. I can explain the effect our landform has on life surrounding it.
	contributing any ideas. I am not pushing myself outside my comfort zone.	:	I am creatively contributing to the group. I am taking risks.

Big Questions: How do landforms impact life?

Bloom's Verbs	Create; Explain
CRISPA Elements:	Risk Taking- dancing/being in front of people requires students to take a risk Imagination- students have to use their imagination to create an interpretation of a landform Active Engagement- Students are actively and physically engaged. They are using their bodies and minds to create something new. They are in the driver's seat of their learning.

III. Rationale * Must be conveyed to students

Guiding Questions: Why is this important to students? How is this related to unit goals, essential questions, or relevant standards? How does this connect to students' real lives and cultures?

CDE Social Studies Standards, 4th Grade Geography:

- 1. Use several types of geographic tools to answer questions about the geography of Colorado
- 2: Connections within and across human and physical systems are developed

Construct Informal Assessment For Social Studies

WJ Hussar

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