WORKSHEET - CONSOLIDATION – SOUTH EUROPE -GRADE 7

Translation on page 11

1. Države in glavna mesta

a) Zapiši imena držav, ki niso označene na zemljevidu:

_____

b) Zapiši imeni dveh otoških držav Južne Evrope: _____, _____

2. Površje

a) Na zemljevid na ustrezno mesto vpiši imena gorovij, ki so zapisana pod fotografijami.

b) Zapiši vsaj dve razliki med mladim in starim gorstvom.

_____

_____

c) Razloži zakaj so na območju Južne Evrope nastala mlada gorstva.

_____

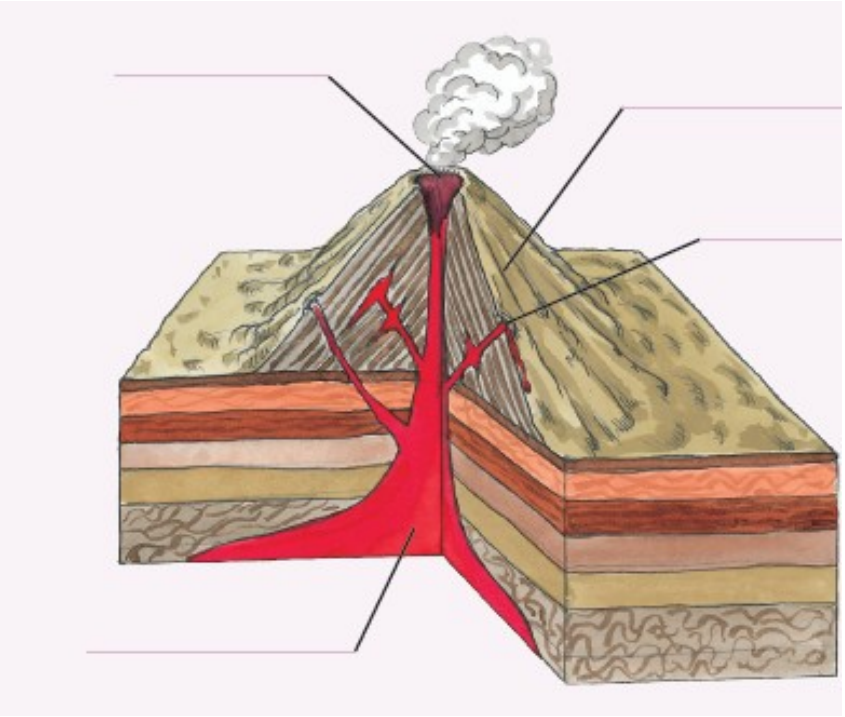
_____

3. Vulkani in potresi

a) S pomočjo aplikacija na tablici dopolni spodnjo tabelo, tako da k državam pripišeš št. potresov v zadnjem mesecu:

država	***Št potresov***
Italija	
Grčija	

b) Na prazne črte zapiši, kako imenujemo dele vulkana. Izbiraj med pojmi: **magma, lava, stožec, krater, žrelo.**



c) Zapiši vsaj tri posledice, ki jih povzročata vulkansko in potresno delovanje.

_____

_____

_____

4. Sredozemsko morje

a) Oglej si ilustracijo in izpiši večje onesnaževalce Sredozemskega morja.

_____

b) Zapiši vsaj en ukrep s katerim bi zmanjšal stopnjo onesnaženosti Sredozemskega morja ne da bi s tem škodoval razvoju gospodarstva:

_____

_____

5. Sredozemsko podnebje

a) Izbrani klimogram: _____ (ime kraja)

b) Kolikšna je najnižja in kolikšna je najvišja povprečna temperatura izbranega klimograma:

Najnižja: _____

Najvišja:_____

c) V katerem letnem času pade več padavin?_____

c) Naštej vsaj tri sredozemske rastline.

_____

_____

1. DRŽAVE IN GLAVNA MESTA

- Na interaktivni tabli **reši i-prosojnico** tako, da države razporediš na ustrezna mesta. Pozor! Nekaj držav manjka!
- Na zemljevidu na i-tabli označi glavna mesta: **Rim, Sarajevo, Madrid, Atene.**
- **Reši 1. nalogo na učnem listu.** Pomagaj si z učbenikom na strani 22.

2. POVRŠJE

- **Fotografije gorovij razvrsti v dve skupini** glede na nastanek – mlado gorstvo / staro gorstvo.
- Reši **2. nalogo** na učnem listu. Pomagaj si z učbenikom na strani 23 in tematskim zemljevidom Tektonika plošč.

3. VULKANI IN POTRESI

- Zemljevid na tablici prikazuje št. potresov in njihovo moč (magnitudo) v zadnjem mesecu. **Zemljevid povečaj** tako, da bo prikazoval območje J Evrope. Ob kliku na balončke se prikažejo podatki o potresu (datum, država).
- **Reši 3. nalogo na učnem listu.** Pomagaj si z učbenikom na strani 24-25.

4. SREDOZEMSKO MORJE

- Oglej si ilustracijo, ki prikazuje vire onesnaževanja Sredozemskega morja.
- **Reši 4. nalogo** na učnem listu. Pomagaj si z učbenikom na strani 26-27.

5. PODNEBJE

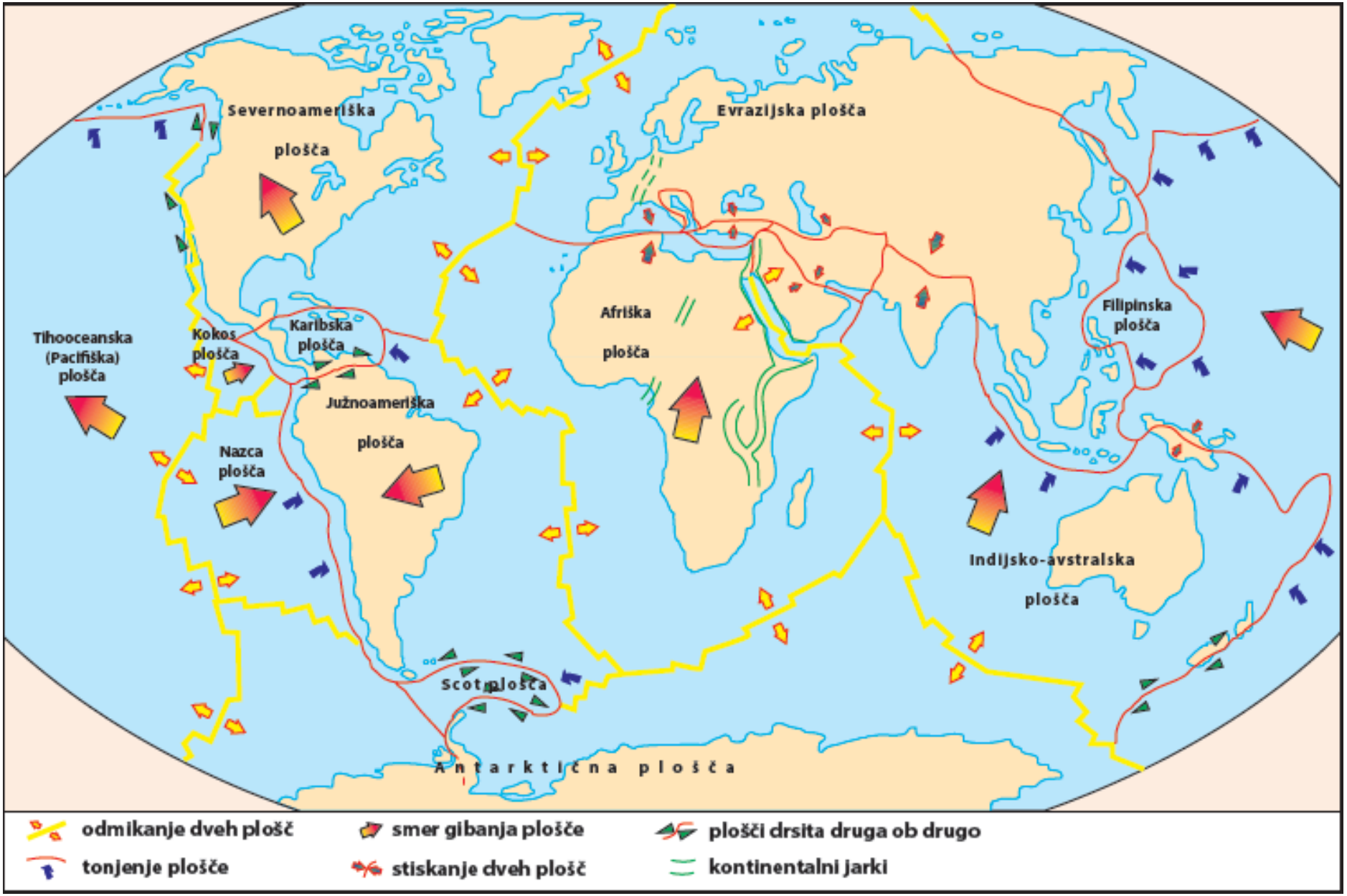
- Med **klimogrami** izberi tistega, ki prikazuje Sredozemsko podnebje.
- Med **fotografijami**, ki prikazujejo naravno rastje, izberi tisto, na kateri je **sredozemska MAKIJA.**
- **Reši 5. nalogo** na učnem listu. Pomagaj si z učbenikom na strani 28-29.

1.

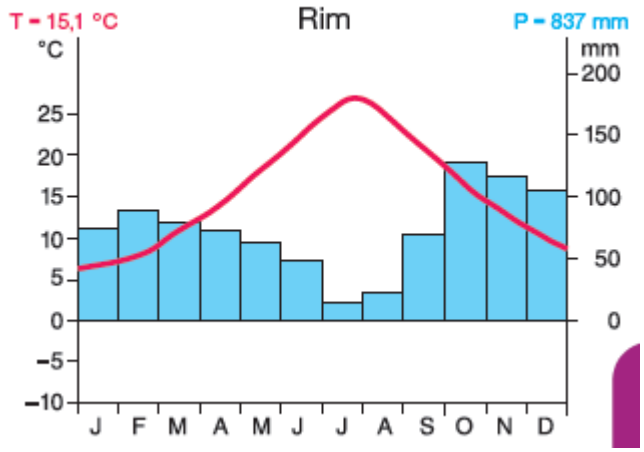
BALKAN

RODOPI

MEZETA PIRENEJI



Morski tokovi in slanost v ‰ v Sredozemskem morju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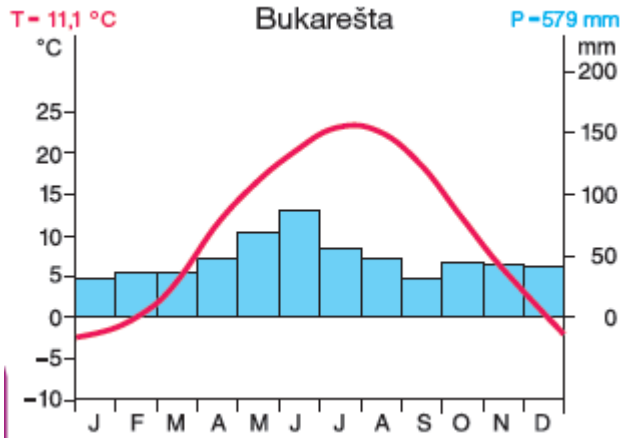
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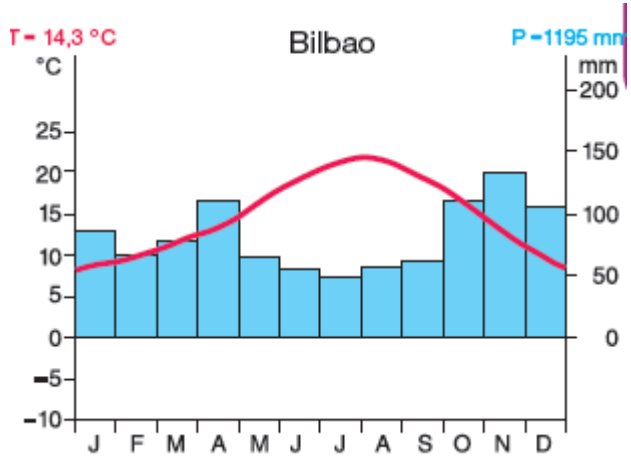
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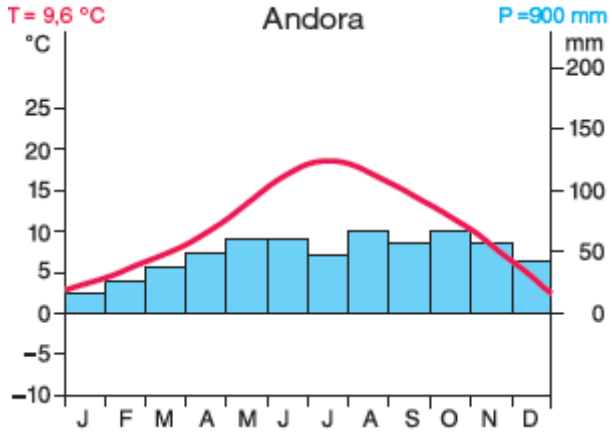
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MLADO GORSTVO

STARO GORSTVO

TRANSLATION

Worksheet page 1 and 2

1. Naming countries that are not labeled on the map
2. Defining landscape
3. Talking about volcanoes and earthquakes
4. Mediterranean sea-pollution and measures
5. Mediterranean Climate- defining

Tasks page 3

1, Naming countries and putting them in the right places on the IWB

2. Landscape: sorting the mountains in 2 groups (younger, older)

Tasks page 4

3 Volcanoes and earthquakes-talking about where most volcanic erruptions and eartquakes happen

4 Mediterranean sea: talking about pollution

5 Climate: defining Mediterranean Climate and mediterranean vegetation

Task page 10:

defining young and old mountains

LESSON PLAN page 12

LESSON PLAN

School: Primary School Lucija
Class: 7.a

Subject: Geography
Teacher: Eneja Baloh

Lesson goals (students must):

- list the countries of Southern Europe and show on the map
- differ between young and old mountains , and on the map show examples
- decide on the characteristics of climate and vegetation of Southern Europe based on climatogram and images
- define causes and consequences of marine pollution based on a case analysis
- describe the consequences of outbreaks of volcanic and seismic activity on the lives of the people ;

Methods of learning:

- presentation, talk, work with text, working with images and maps

Forms of learning:

- frontal teaching , individual work , group work

Teaching strategy:

- consolidation of knowledge

Teaching aids:

- World Atlas, textbook, wall map of South Europe, Thematic maps, pictorial and graphical materials,
- Interactive whiteboard, i-pad.

Adaptations for students with special needs:

- short guide , group support , individual approach in synthesis of lessons

Lesson structure:

Introduction	- preparation of devices, - dividing into groups, - instructions for group work.

Group work	*Group 1 - STATE AND MAIN SITE* - Solve tasks on IWB. *Group 2 – LAND* - Working with silent map - indicating natural units. Graded photos into groups according to the occurrence of (young - old mountains). *Group 3 - VOLCANOES AND EARTHQUAKES* - With the help of i -pad applications identify where in South Europe was in the last month maximum number of earthquakes, *Group 4 - MEDITERRANEAN SEA* - With the help of illustrations, identify and list the sources of pollution and provide at least one measure. *Group 5 – CLIMATE* - Choose the proper photo and climate graph that shows characteristics of Mediterranean climate.
Synthesis	Solutions of teamwork are shown in the video

The lesson is based on the method of open learning in which the pupils consolidate their knowledge by cooperative learning, and group work.
Group work is differentiated on two levels- horizontal and vertical.
Each group performs their own task, members of the group have each a special role such as: the leader, the assistant, the colleagues.
The leader has to take care that his peers completely fullfil the tasks. In this case the inclusion of SEN pupils is assured as they are working with the help of the leader, without being unnecessarily exposed and not even realizing that they have received help.
The assistant's duty is to clearly read and explain the instructions and to make sure the teaching material is put in place and is ready for the next group.
Horizontal differentiation:
Is based on different tasks to be performed by the groups,
material appropriate for different learningf types and styles of the learners,
different taxonomic levels of exercises and tasks.
By presenting the solutions on the IWB individual approach in formal evaluation has been implemented, every individual pupil's quantity and quality of the work done is evaluated without exposing any pupils.