



7th GRADE  
WARM-UP  
15 MINUTES

Google

# PASSPORT WARM-UP - 7th GRADE

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## GOOGLE EARTH USAGE OVERVIEW:

Teachers can use [I'm Feeling Lucky](#) and [Street View](#) in Google Earth to randomly select a location in the world and **relate it to multiple content areas**. Teachers can also choose to preselect a location that lends itself well to relevant standards and objectives using [Search](#) or [Voyager Stories](#).

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## LESSON SUMMARY:

- Passport Warm Up is an engaging daily routine in which students **review** geography, math, science, social studies, ELA and current events objectives.
  - This activity is designed to be **independent practice** for students that requires minimal to no direct instruction on the part of the teacher.
  - Teachers can choose from the standards based example questions listed below, or use them as inspiration to generate their own questions.
  - To stay within the 15 minute time frame, teachers should use **1-2 questions per subject**.
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## LEARNING OBJECTIVES:

- Students will engage in **daily review** of seventh grade geography, math, science, social studies, ELA and current events concepts.
  - Objectives will vary widely based on teacher determined review concepts.
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# SUGGESTED STANDARDS

## 7th GRADE

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### GEOGRAPHY:

[Geography Essential Elements and Standards, Grade 7, The World in Spatial Terms, Standard 1](#)- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

[Geography Essential Elements and Standards, Grade 7, Physical Systems, Standard 7](#)- The physical process that shape the patterns of Earth's surface.

[Geography Essential Elements and Standards, Grade 7, Human Systems, Standard 13](#)- How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

[Geography Essential Elements and Standards, Grade 7, Environment and Society, Standard 14](#)- How human actions modify the physical environment.

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### MATH:

[CCSS.MATH.CONTENT.7.NS.A.2](#)- Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

[CCSS.MATH.CONTENT.7.EE.A.2](#)- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example,  $a + 0.05a = 1.05a$  means that "increase by 5%" is the same as "multiply by 1.05."

[CCSS.MATH.CONTENT.7.RP.A.3](#)- Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

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### SCIENCE:

[NGSS.MS-LS1-4](#)- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

[NGSS.MS-LS1-5](#)- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

[NGSS.MS-LS2-1](#)- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

[NGSS.MS-LS2-3](#)- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

[NGSS.MS-ESS1-1](#)- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

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# SUGGESTED STANDARDS

## 7th GRADE Continued

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SOCIAL STUDIES: [CCSS.ELA-LITERACY.RH.6-8.7](#)- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.RH.6-8.8](#)- Distinguish among fact, opinion, and reasoned judgment in a text.

\*Additional social studies standards vary state by state.

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ELA: [CCSS.ELA-LITERACY.RI.7.1](#)- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.7.3](#)- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

[CCSS.ELA-LITERACY.W.7.1](#)- Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.7.2](#)- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.7.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.L.7.1](#)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.7.5](#)- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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# PASSPORT WARM UP - 7th GRADE

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TIME: 15 minutes

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MATERIALS NEEDED:

- Access to Google Earth [“I’m Feeling Lucky”/Voyager](#).
- Student copies of Passport Warm Up Student Response Template.

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IMPLEMENTATION GUIDE:

1. Select the subjects, standards and questions that are appropriate to your class.
2. Provide each student in your class with a copy of the Passport Warm Up Student Response Template (below).
3. Use [I’m Feeling Lucky](#) to “roll the dice” and randomly select a location in the world OR pre-select a location using [Search](#) or a [Voyager Story](#).
4. Students respond to the questions using a print out of the Student Response Template (below) OR teachers can share the Student Response Template using [Google Classroom](#).
5. When relevant, use [Street View](#), [Google Search](#) and [Wikipedia](#) to gather the information needed for students to answer the questions about that location. Students can work independently or with a partner to search for information needed.
6. Allow time for students to share their answers with the class.
7. Quick Tip: Track your classroom’s “travels” using [Google Tour Builder](#)!

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CREDITS: Written by Sarah Schwartz Johnson in collaboration with Kevin Graham.

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\*Note - this template is designed for teachers to modify for use with their grade level and standards.

# STANDARDS BASED EXAMPLE QUESTIONS

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## GEOGRAPHY:

- What natural physical borders surround this location? What human created borders surround this location?
- Describe the physical characteristics of this location. How have environmental patterns influenced this landscape?
- Identify an example of how humans have changed the physical environment of this location. What is one positive outcome of this change? What is one negative outcome of this change?
- What is the latitude and longitude of this location? What hemisphere is it in?
- ([Select Map Style : Clean](#)) What is the purpose of this map? What information can we gain from studying it? ([Select Map Style: Exploration](#))
- What is the purpose of this map? What information can we gain from studying it? ([Select Map Style: Everything](#)) What is the purpose of this map? What information can we gain from studying it?

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## MATH:

- What is the current population of this location? The census predicts that in the next year, the population will decrease by 17%. Write and evaluate an expression to represent the change in population.
- Research the average annual temperature in this location for last year. Scientists predict that temperatures will increase by 6% globally this year. Write 2 equivalent expressions to represent this change.
- Use the formula  $T(^{\circ}\text{C}) = (T(^{\circ}\text{F}) - 32) \times 5/9$  to convert the temperature from degrees Fahrenheit to degrees Celsius.
- Use the population and area of this location to calculate the population density of people per square foot.
- What is the currency of this location? Research the conversion rate for \$1. Calculate the conversion rate for \$5, \$25, \$50 and \$100.

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## SCIENCE:

- Research an example of a plant or animal in this location and describe a specific behavior that increases its odds of survival in this environment.
- Research one specific example of how the environmental factors of this location contribute to the growth of an organism (plant or animal).
- Research an example of an organism whose population is currently being threatened or is already extinct in this location. Identify the environmental factors that caused the decrease in population.
- Research an example of a food web in this location that includes at least one producer, consumer and decomposer represented.
- Refer to your model of the Earth-sun-moon system and this location's position on the Earth to determine what season it will be in the month of December. Explain your reasoning.

# STANDARDS BASED EXAMPLE QUESTIONS CONTINUED

- SOCIAL STUDIES:
- Write the name of the country, region and continent of this location. List all the countries that share borders with this location's country. Name all the bodies of water that surround this location.
  - Research the most commonly practiced religion from this location. Write an objective summary of your findings.
  - Research the history of war in this region. How has this location been affected by war or conflict?
  - Create a timeline highlighting 5 important dates in the history of this location.
  - Research the biggest industry from this location. How is it related to the physical resources available there?

- ELA:
- Write a short fairytale that takes place in this location that includes all 5 plot elements. Incorporate aspects of the physical environment, local culture, elements of magic and the rule of 3 in your story.
  - Write a poem about the physical characteristics of this location that includes the following elements: rhyme scheme, alliteration and a minimum of 3 stanzas.
  - Write a short piece of narration using sensory details to describe what it would be like to take a walk in this location.
  - What adjective best describes this location? Why? Write a synonym and an antonym for this word.
  - Would this be an ideal location to live? Consider common measures of quality of life such as employment opportunity, access to education, healthy lifestyle and proximity to nature. Write an argument essay with a minimum of 3 reasons supported by research based evidence.

- CURRENT EVENTS:
- Research the latest news in this location. Write a paragraph telling about the event and why it is newsworthy.
  - Research the latest news in this location. What information can you infer about the demographics of a place based on the local news? (Is it urban, suburban or rural? Is the community working class, middle class or wealthy? etc.)
  - Research the biggest challenges facing this location. How are they similar to those facing the community in which you live? How are they different?
  - Write one fact and one opinion about this location.
  - Imagine you are a local news reporter. Write a list of topics you would be interested in investigating in this location.

# STUDENT RESPONSE TEMPLATE:

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Welcome to:

<b>GEOGRAPHY</b>	
<b>MATH</b>	
<b>SCIENCE</b>	
<b>SOCIAL STUDIES</b>	
<b>ELA</b>	
<b>CURRENT EVENTS</b>	