December 2 – 6, 2019

6th Grade Social Studies – McWms.

We will be viewing CNN 10, a news service designed for middle and high school students, daily to keep up with current world events. Stories will be discussed to help make connections to relevant Social Studies lessons.

Monday and Tuesday

Go over the meaning of global. Do the Lesson Concept Web (graphic organizer #1) together and discuss the points of global problems and solutions. Read through the 8 news stories. Students will count off into groups of 8, and each group will receive a story. Students will need to summarize the problem, determine if it’s global, and give evidence for their answers on the News Story Table (graphic organizer #2).

Concentration on:
GLCE:

6-G1.2.6: Apply the skills of geographic inquiry to analyze a problem or issue of importance to a region of the world.

6G1.3.3: Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups.

6C4.3.3: Explain the challenges to governments and the cooperation needed to address international issues.

CCSS:

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the main ideas or information of a primary or a secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Language Objective: I can orally discuss information from secondary sources to determine main ideas to categorize global problems using the News Story Chart (graphic organizer #2) and give evidence for my answers. 80% of students will score 80% or better in their determination of main ideas.

Content Objective: I can demonstrate analysis of the main ideas or information of a primary or a secondary source by providing an accurate summary of the source distinct from prior knowledge or opinions using the News Story Chart (graphic organizer). 80% of students will score 80% or better on their summaries.

Learning Targets:

I can explain what a secondary source is.

I can site evidence from an article.

Vocabulary:

primary source

secondary source

global

evidence

Strategy:

class discussion

graphic organizer – Lesson Concept Web

graphic organizer – News Story Table

small group discussion

summarizing

Technology:

power point presentation

Promethean Board

document camera

Formative Assessment: two graphic organizers, small group discussion, large group discussion
Summative Assessment:

Special Education Accommodations: stem sentences on graphic organizer table, small group instruction, close proximity, newspaper articles read aloud, word bank, modeling of summarization tasks

Wednesday and Thursday

Students will learn about the Earth, the Sun, and Our Environment by reading a passage in their Social Studies book. This includes the Earth’s tilt, the four seasons, and Earth’s rotation and revolution. They will then summarize the material in a Type 3 Format.

Concentration on:

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Language Objective: I can write to describe the central idea of a text using a summary of how the Earth is tilted, has seasons, revolves and rotates by writing a Type 3 Summary. 80% of students will earn 80% or better on their Type 3 writing.

Content Objective: I can comprehend the central idea of a text by summarizing the information by writing a Type 3 Summary.

80% of students will earn 80% or better on their Type 3 writing.

Learning Targets:

I can explain how the Earth rotates on an axis and revolves around the sun.

I can explain the tilt of the Earth and why we have seasons.

I can explain why we have day and night.

Vocabulary:

environment

orbit

revolution

axis

rotation

Equator

Tropic of Cancer

Tropic of Capricorn

low latitudes

middle latitudes

high latitudes

Arctic Circle

Antarctic Circle

Strategy: reading, notetaking, writing, classroom discussion, outlining

Technology: Web, document camera

Formative Assessment: Type 3 Writing

Summative Assessment: Unit 2 Test

Special Education Accommodations: outlining, small group, scribe if necessary, resource assistance if necessary, examples

Friday

Review the various ways that the Earth can be divided into regions. Students will complete the vocabulary word definitions by filling in the stem sentences. We will then go through a power point presentation and complete a guided note taking activity. To conclude the lesson, we will break into 4 groups and go to 4 corners. In each corner, we will look at an “Extraterrestrial Visitor Report” showing 4 different perspectives on regions. Students will explain the perspective of each visitor. They will then finish class with an exit ticket explaining their own individual perspective.

Concentration on:
GLCE:

6-G1.1.1= Describe how geographers use mapping to represent places and natural and human phenomena in the world.

CCSS:

RH.6-8.4= Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Language Objective: Students can write to define the meaning of words and phrases as they are used in a text using vocabulary related to social studies by correctly completing the vocabulary sentence stems. 80% of students will earn 80% or better on their vocabulary stems.

Content Objective: I can demonstrate comprehension of vocabulary words by defining the meaning of words and phrases as they are used in a text using vocabulary related to social studies by correctly completing the vocabulary sentence stems. 80% of students will earn 80% or better on their vocabulary stems.

Learning Targets:

I can correctly define and give an example of each social studies vocabulary word: region, continent, hemisphere.

I can use a linear and circular spatial scale to 5 levels.

Vocabulary:

region

continent

hemisphere

compare

contrast

category

Strategies:

carousel activity: 4 Corners

group discussion

power point presentation

guided note taking

Technology: document camera, Promethean Board, Web

Formative Assessment: Sentence Stem Exit Ticket
Summative Assessment: Unit 2 Test

Special Education Accommodations: small group instruction, close proximity, modeling, sentence stems, word bank